

# DISTRICT SCHOOL JOURNAL, OF THE STATE OF NEW-YORK.

VOL. V.

ALBANY, NOVEMBER, 1844.

No. 8.

## TERMS

FOR THE ENLARGED JOURNAL.

For one copy, in all cases, (per annum,) ..... 50 cts.  
" one hundred copies, each, ..... 31 "  
Postmasters will forward silver.

## NOTICES.

### ALBANY.

Teachers' Drills will be held at New Salem, for the town of New-Scotland, on the 12th of November; at Bangall's, for Guilderland, on the 13th; at Adams, for Bethlehem, on the 14th; at the Hollow, for Coeymans, on the 15th; and at Troy, for Watervliet, on the 16th.

The Teacher's Convention adjourned to meet at Albany on the 23d inst. at 10 A. M., when Dr. Potter, of Union college, will address them. All who heard Dr. Potter's address on the 19th ult., will make an effort to secure the general attendance of our teachers. In no way can the day be so profitably and so pleasantly spent.

### To the County Superintendents of Schools:

GENTLEMEN—Many of you expressed a wish in extending your invitations to me, that my visit could be delayed till after election, on account of the violent political excitement which now generally prevails. I cheerfully accord with your wish. But as bad roads and inclement weather will quickly follow after the time specified, I have thought it best to postpone further operations till the months of May or June next, when we may reasonably look both for a pleasant season for travelling, and a more peaceful state of the public mind. Ample notice will be given of the resumption of my tour, through the Journal.

Oct. 10, 1844.

THOS. H. PALMER.

## OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.  
DEPARTMENT OF COMMON SCHOOLS.

### QUALIFICATION OF VOTERS IN SCHOOL DISTRICT MEETINGS.

DEAR SIR:—In answer to yours of the 5th inst. respecting the qualifications of voters in school district meetings, I reply:

1. Every male person, of full age, (21 years or upwards,) residing in any school district, and entitled to hold lands in this State, (including aliens not naturalized, but who have filed in the office of the Secretary of State, a certificate of their intention to become citizens, thereby entitling themselves to take and hold real estate,)

who owns or hires real property in such district, subject to taxation for school purposes, is, without any other qualification, entitled to vote upon any question, at any school district meeting held in such district. This class includes all occupants of real estate taxable in the district, whether owners or tenants, and it is immaterial, if the property which they occupy is taxable for district purposes, whether such tax is assessed to and paid by the owner or occupant.

2. No other inhabitant of the district, except the owners or occupants of real estate, can vote at district meetings: unless they are voters at town meetings, and unless in addition to this, they possess one or more of the following qualifications:

1. Have paid a rate bill for teachers' wages in such district, within one year preceding the time of offering their vote: or,
2. Have paid a district tax within two years: or,
3. Own personal property liable to be taxed for school purposes in such district, exceeding \$50 in value, exclusive of such as is exempt from execution.

The owners or occupants of real property, taxable in the district for school purposes, may vote at school district meetings, whether they are voters at town meetings and elections, or not: Provided only they are males of full age, and (in the case of aliens,) entitled to hold lands in this State. But these inhabitants, who are neither the owners nor occupants, (and by occupancy is, of course, to be understood, legal occupancy by tenancy, either for years or at will derived from the owner,) must, at all events, be voters at town meetings, and in addition to this, in some way directly interested in the school, either by paying taxes for district purposes, (not highway taxes,) or rate bills, or having personal property to the amount of \$50 liable to taxation for school purposes.

Yours, &c.

S. YOUNG.

### NOTICE TO PUBLISHERS.

The Montgomery County Common School Association has appointed a committee consisting of J. R. Herrick, D. B. Hagar, F. P. Moutton, C. Patterson and C. E. Dubois, to select a series of text books for the schools of said county, and report the same at the next annual meeting of the association, which convenes in April next, at the village of Fonda.

Authors and publishers are requested to furnish copies of such works as may be published by them, directed to the care of the chairman of the committee, at Mirrville, Mont. Co.

Authorised: J. R. HERRICK, Chair. Com.

## DUTIES OF COUNTY SUPERINTENDENTS.

## No. II.

THE officers, either separately or in conjunction with the respective Town Superintendents are required to "inquire into all matters relating to the government, course of instruction, books, studies, discipline and conduct of the schools, and the condition of the school-houses, and of the districts generally." The faithful performance of this duty, in all its parts, is obviously essential, in order to enable the Superintendents to possess themselves of an accurate and practical knowledge of existing evils or imperfections in every department of the school, and to apply the appropriate remedy. They are then "to advise and counsel with the trustees and other officers of the district in relation to their duties, particularly in relation to the erection of school houses; and to recommend to such trustees, and the teachers employed by them, the proper studies, discipline and conduct of the schools, the course of instruction to be pursued, and the books of elementary instruction to be used therein."

In the discharge of the important functions thus devolved upon them, they will naturally direct their attention in the first instance to the general condition of the district—its organization—territorial boundaries—taxable property—number of children entitled to attend the school—location and extent of its site for a school house—the condition of its finances and the mode of their administration—its resources and liabilities—its library—number of volumes—average circulation—and the character of the books—the existence of dissensions of any nature calculated to interrupt the harmony or affect the efficiency and prosperity of the school, and the practicability of their amicable adjustment—the interest manifested by the inhabitants in reference to the affairs of the district generally, and particularly in reference to the school—in short, all those elements which favorably or unfavorably affect the external interests of the school and the district. The importance and necessity of such an arrangement of the territory of the district as suitably to accommodate each inhabitant with the necessary facilities for keeping his children in regular attendance at the school, and at the same time secure a sufficient amount of taxable property to be able to meet, without embarrassment or difficulty, the ordinary expenditures for the support of the school, the building and repair of the school-house, &c., together with an adequate number of children to keep up an efficient organization,—the advantages resulting from an ample and if practicable, a cultivated play ground—a neat and substantial school-house, constructed in reference to the most approved models, and furnished with the various conveniences of every description which the physical or mental wants of the pupils require—the value of such an administration of the financial affairs of the district as shall preclude the possibility of embarrassment in this respect, arising either from the neglect, dishonesty or want of judgment of its officers—the incalculable benefits of a well selected library, embracing works adapted to every grade of mental improvement and every class of readers, and rendered accessible to all, with such restrictions

only as a due regard to the preservation and general diffusion of the books require—the indispensable necessity of unity, harmony and concert of action, to the accomplishment of the beneficial results contemplated by the school act—and more than all, the importance of a uniform manifestation of an enlightened interest in behalf of elementary education, by every member of the community—these are considerations which the County Superintendent should press upon the attention of officers and inhabitants of districts, with an earnestness and an urgency commensurate with their value and importance.

The government and discipline of the schools, including the mode of teaching pursued, constitute an essential feature in their character and means of usefulness, and should be faithfully and thoroughly scrutinized. In the absence of a systematic preparation of teachers, through the agency of a seminary expressly devoted to this purpose, the officers called upon to investigate their qualifications can of necessity look no farther than their general moral character, and intellectual attainments. They possess no means of knowing their capability of communicating instruction to others, even in those branches in which they are themselves most thoroughly conversant and familiar. They cannot penetrate behind the veil of that external moral deportment which may nevertheless conceal deplorable inequalities of temper, congeniality of spirit, with the vocation of the teacher, and a total want of affinity to the nature of youthful mind—a nature sure to be attracted as the needle to the pole, towards the magnet of a congenial mind. They must see the teacher in his school-room—ascertain his practical qualifications for the discharge of the duties which he has undertaken—his views of the science of education, and the practical result of those views—his mode of developing the intellectual faculties and cultivating the moral nature of his pupils, under the diversified manifestations of each, which are constantly presented to his notice—his system of government and discipline, and its effects; and they must critically observe, from time to time, the progress which, under his direction, his pupils have made—not in knowledge merely—but in that sound mental and moral culture which forms and matures character.

Under the vast impulse which has been given to the philosophy of the human mind during the past half century, elementary education has assumed the rank, and we may almost add the precision and certainty of a science. Its principles have been thoroughly investigated by the ablest and most profound minds; and all its details have been subjected to the test of practical analysis, under circumstances well adapted to the ascertainment of truth. The teacher, therefore, who feels the dignity and importance of his profession, and honestly desires to discharge his whole duty, has it in his power to familiarize himself with the results of the experience of those who, in his own and other countries, have sought out and applied the best methods of instruction and discipline; and he owes it to himself as well as to his employers and the community, to attain and avail himself of this knowledge to the utmost practicable extent. His system of instruction should be in accordance with the soundest principles of educational science—

adapted to the moral and intellectual requirements of every grade of mind—eminently practical in all its departments—and so administered as to carry forward the mental faculties of each and every pupil to the attainment, in the shortest possible period, of that power of self-culture and self-control, which shall enable him, in every emergency of life, to “act well his part,” and fulfil the various duties appertaining to him as a moral and intelligent being. If the teacher is radically deficient in these high requisites of his calling—if he lacks practical efficiency—if he is wanting in that aptitude in the communication of instruction, without which the highest degree of learning is of no avail beyond the precincts of his own mind—above all, if he manifests no interest in his vocation—no sympathy with the expanding minds around him—no enlightened appreciation of the interests committed to his charge—and no capability of drawing forth and developing the immortal germ of mind in the rich and various soil spread out before him—he should be frankly and fully advised of his deficiency, and promptly removed from a station where his longer continuance must be productive of unmitigated evil—evil, the consequences of which, immediate and remote, is, and must from the nature of the case, be incalculable.

With reference to the “books of elementary instruction to be used in the schools,” a great diversity of opinion must undoubtedly exist in the minds of the different officers charged with the duty of recommending such works as they may deem best adapted to the improvement and advancement of the school. All attempts to secure entire uniformity in this respect, will, it is believed, as they hitherto have done, prove fruitless. Indeed, it is very problematical, to say the least, whether such an uniformity is, in the existing condition of educational science, on the whole desirable. Improvements are constantly making in elementary treatises on all the branches of youthful instruction; and it would be premature to assume that any work, however standard or approved, has reached perfection in any of the numerous departments of learning. The best interests of education, however, imperatively require such an approximation to uniformity in this respect as is attainable consistently with a due regard to manifest improvement, and to the rights and interests of authors and publishers. The permanent employment of a duly qualified teacher is probably the first and most indispensable step in the accomplishment of this desirable object. The frequent change of teachers, now so common in the various school districts, has a direct and powerful tendency to impede its attainment; inasmuch as the views of each teacher will be very likely essentially to differ in reference to the proper text-books to be used in nearly every branch of learning. But a system of instruction once adopted upon mature reflection and after dispassionate investigation, by a competent teacher, will be perpetuated by his continuance in the district, and whatever may be its comparative excellence, will, in his hands, develop its best tendencies, and accomplish the best results of which it is capable. Modern investigations have, however, gone far to demonstrate that in the hands of a thoroughly prepared and well qualified teacher, uniformity or diversity of text-books will exercise but a

slight influence on the progress and advancement of the school. He will rely wholly upon the richly furnished stores of his own mind; and from the treasures of experience, reflection and constant study, be at all times prepared to meet the various exigencies of each individual mind placed under his supervision. Familiar with the elementary principles of each science he is called upon to teach, he will readily be able to reconcile every apparent diversity in different text books; and instead of communicating to his pupils a transcript, however accurate and clear, of the results to which any given author may have attained, he will communicate to them the fundamental principles of the science itself, and thereby enable them to master it in all its details, however complicated or extensive. The more general adoption of this system of instruction will relieve our schools at once of all the embarrassments arising from the great diversity of text-books, without necessarily excluding from them any work which, in the judgment of either parent or teacher, may be best adapted to the wants of the respective pupils. There can be no question of the vast superiority of oral instruction in every branch of science which the teacher himself thoroughly understands.

S. S. R.

#### PROGRESS OF EDUCATION.

COUNTY AND TOWN SUPERINTENDENTS; THEIR PLANS, THEIR LABORS, AND THE RESULTS.

#### ALBANY.

##### CITY CELEBRATION.

The day was unpropitious, but the schools assembled at the appointed hour, and moved in procession from the Capitol park with music and banners. The Governor, owing to illness, was absent, but a few distinguished strangers, some of the clergy and Regents of the University, together with the Mayor and a few other citizens, manifested their interest by walking in procession with the happy youth of our city.

The Orphans of the Asylum led on the van, with their simple white banner; then followed the schools in their numerical order, some fourteen hundred strong, as orderly, happy and beautiful an array of children as ever assembled. Some of the schools had tasteful and appropriate banners, and the pupils of one of them, we believe it was No. 2, wore badges. Among the banners, that of District No. 8 had on its reverse a new demonstration of the 47th proposition, and Districts 1, 2, 7, 9, and 10, had each upon its banner an appropriate and beautiful device. On one we noticed the simple word “Try,”—on another, “Rulers we are coming,” with many more, all well adapted to the occasion, and fitted to deepen the impressions of the day.

Two fine looking schools from the country, one from Coeymans, and the other from Guilderland, with their banners, closed the long procession.

At 1 o'clock the schools were seated in the North Dutch Church which had been most courteously offered for the occasion. After an impressive prayer from Dr. Kennedy, the exercises began; recitations, declamations, &c. alternating with sweet music from the choir, under the respective charge of Dr. Flagg and Prof. Hately,—music which touched every heart—will



in all sweet cadences swelling forth from more than five hundred happy hearted youth. In truth nothing gratified, nothing impressed us more than the harmony and taste displayed by this multitude of little singers.

Of the comparative merits of the schools we shall venture no opinion—all did well, some admirably; but among the incidents of the day, one of the most pleasing was the presentation of a little token of respect to the Commissioners, from the girls of District School No. 1. We are sure it gave the gentlemen of the Board more pleasure than any single incident of this happy day.

After the exercises of the schools were over, J. O. Cole, Esq., one of the Commissioners, in behalf of the President of the Board, who was necessarily absent, expressed in strong but most appropriate language, the gratification of the Board in witnessing the admirable condition of the schools, and proudly challenged the private schools of the city to show a nobler body of neat, orderly and well taught pupils. He claimed that in no private school were children better taught than in our district schools, and lamented the indifference which hitherto had chilled the hearts of their teachers and their friends.

Dr. KENNEDY followed in a few admirable remarks, to which more than a thousand gentle voices responded. He succeeded in interesting his little auditors, while he instructed them—a rare gift.

Dr. POHLMAN closed with an anecdote and an aphorism from the Sandwich Islands, which will not soon be forgotten by his gratified auditors.

We must not close this sketch without expressing again the surprise and pleasure manifested on all sides by our fellow-citizens at the admirable appearance of the schools; and if this exhibition has in any degree lessened the unjust prejudice which has heretofore existed in regard to our district schools, then the Commissioners must feel that this celebration has not been had in vain.

To the excellent Marshal of the day, the Commissioner, Col. Haswell, all award the merit of discharging most creditably his numerous and arduous duties.—*Alb. Eve. Journal.*

#### BETHLEHEM CELEBRATION.

At the request of Mr. DWIGHT, the county superintendent of common schools, I took a ride with him last Saturday, to witness the celebration of the schools in the town of Bethlehem. The day was fine, and nearly all the schools in the town were present. I know not when I have witnessed a festival in which I took a deeper or more lively interest. The schools assembled at the school-house nearest the church, in a very beautiful grove, with banners and a band of music. At about 10 o'clock in the morning, a procession was formed, and the teachers and their schools, and a long line of visitants, proceeded in excellent order to the church. As we passed along through a field of green velvet to the national air of "Hail Columbia," every heart instinctively responded—"This is indeed a HAPPY LAND!" The different schools had appropriate banners, differing in devices and mottoes, but all in good taste and happily adapted to the occasion. As we neared the church we could see the happy and smiling faces of the parents and relatives of the scholars, waiting with be-

coming pride the arrival of the youthful band.

In the church the exercises were of a happy and gratifying character. After the customary forms of organization, and an appropriate and fervent prayer by the Pastor of the Church, the teachers in succession examined their respective schools in the elements of Orthography, Reading, Arithmetic, Geography, History, Vocal Music, &c., the band, or some one of the schools, performing a piece of music at their different intervals. Though the time allowed to each teacher was only a quarter of an hour, the amount and character of the exercises crowded into that limited space, gave pleasing evidence that the schools had not been kept merely, but taught.

The banners, hung around the house, had a charming effect to heighten and give spirit and interest to the exercises. One of them in particular, was peculiarly chaste and elegant. It belonged to a lady every way worthy of it. It was silk, displaying in gilt letters at the top the number of the district to which it belonged, and at the bottom the unpretending motto—"OUR OBJECT IS TO IMPROVE." In the middle was a large Bible, well painted, and opened at "THE GOSPEL OF ST. MATTHEW." I saw other literary and patriotic devices; and such mottoes as "KNOWLEDGE IS POWER;" "THERE IS NO MONOPOLY IN KNOWLEDGE;" "WE ARE OUR COUNTRY'S STANDING ARMY OF FREEDOM," &c.

As to the relative merit of the different schools, it may not be proper to advance an opinion; but of the whole it may be said with great truth, that they did themselves very great honor. There was a difference, indeed, in the appearance and performance of the schools; and to some one of them belongs, in justice, the crown of excellence; but which one deserves this distinction, I doubt whether any two of the intelligent gentlemen present would agree.

When these exercises were completed, there was a recess for half an hour, and the schools partook of a repast, served upon temporary tables placed in the grove, and ornamented with boughs of evergreen. They then re-assembled in the Church, attended to some farther exercises in Algebra and Grammar, and were addressed briefly but, in general, very happily and appropriately, by several speakers. The benediction was then pronounced and the assembly dismissed.

Of the utility of such celebrations, there can be but one intelligent opinion. Every lover of his country and his race must hail them with enthusiastic piety and patriotism.

I am informed that some other towns in this county are going to have—or have already had—similar festivals; among these are New Scotland, Coeymans, Watervliet, &c. In conclusion, I am glad that in this county, at least, the eye of general supervision which is over them, is, though keen and prying—connected with a heart of sympathy and discriminating kindness; alive to the best interests of the schools and competent teachers, but indignant at idle and unequalled quackery. J. R.

#### CHAUTAUQUE.

We received a list of text-books adopted by the County and Town Superintendents, for the



use of the schools of Chautauque, which, for the reasons briefly hinted at under the head "Erie," our friends will excuse us for not publishing in the Journal.

As soon as all of the counties have acted on this subject, measures will be taken to obtain a perfect list of the text-books recommended throughout the State, to ascertain what books are in most general use, and what approach has been made towards uniformity.

Perhaps a uniform system of orthography and pronunciation may be found practicable, by arrangements with the publishers of the books in general use.

#### DUTCHESS.

The old county of Dutchess is rousing to the work of educational reform, and we doubt not that it will be carried on with enlightened zeal. Few counties have exerted more decided influence on the past history of the State. May her youth be so educated that her future will be even more prosperous than the past,

##### EDUCATION.

The Dutchess county Convention of Teachers, &c., met pursuant to adjournment at the house of S. Tomlinson, Pleasant Valley, Oct. 5th, 1844. On motion, Mr. A. S. CLEMENT was called to the Chair, and Mr. M. V. CAVERT was appointed Secretary.

The object of the meeting was stated to be, the unfinished business of the last meeting.

On motion of Mr. INGRAHAM, a committee of three was appointed to prepare business for the meeting. A. R. McCORD, H. COFFIN, and E. B. JOHNSON, were appointed said committee. Convention then adjourned for dinner.

*Afternoon Session.*—The committee reported the following resolutions.

1. *Resolved*, That an annual convention shall hereafter be held, consisting of the County and Town Superintendents, Teachers, both male and female, and that all friends of education be invited to attend.

2. *Resolved*, That such convention be held on the first Saturday in June of each year; and due notice shall be given by the county superintendents in at least two of the county papers and the District School Journal.

3. *Resolved*, That the County Superintendent engage some person to deliver an address at each Convention.

4. *Resolved*, That there is great lack of activity on the part of trustees; and a want of attention on the part of teachers, to the cleanliness of their pupils, and also a deficiency in the supply of books, which demand attention and a remedy.

*Resolved*, That the office of a teacher of youth is eminently high and honorable, and should be regarded with great respect. The first minds in the community should be encouraged to assume it, in view of the momentous consequences resulting from it, and we pledge ourselves to use all honorable means to set the public mind right on this subject.

Mr. GEO. WRIGHT offered the following resolution;

*Resolved*, That Town Superintendents would demonstrate more fully that they feel an interest in the cause of Education, if they would attend the county meetings on that subject. Passed unanimously.

On motion of Mr. WRIGHT, Smith's Geography, (edition of 1844) was adopted, and recommended to be used in our district schools.

Also Kendall's Astronomy, or Geography of the Heavens.

On motion a committee of five was appointed, consisting of H. H. INGRAHAM, M. V. CAVERT, H. COFFIN, A. R. McCORD, and A. S. CLEMENT, to prepare and present business for the action of the next convention.

On motion, *Resolved*, That the proceedings of this meeting be published in the county papers and in the District School Journal.

On motion the convention adjourned.

A. S. CLEMENT, Chairman.

The above resolutions were discussed fully and ably and adopted by large majorities. The greatest harmony prevailed throughout the meeting, and we trust good will result from it.

#### ERIE.

The proceedings of this convention are most honorable evidence of intelligent interest in the cause of general education. The resolutions are wisely drawn, presenting distinctly many of the great leading principles which should be adhered to in promoting the reform of the schools. The first resolution, declaring that the good teacher merits something more than his pay, we commend to every reader, trusting that the time is at hand when the faithful and able educator of our youth will rank second to none in the estimation of his fellow-citizens.

It may be noticed that in publishing these and other similar reports of the proceedings of school conventions, we have omitted the resolutions in relation to text-books. This is in accordance with the advice of the head of the department, that there should not be the slightest ground for charging upon it any wish to influence the free action of the several counties on this difficult subject.

We need hardly add that we regret to omit any part of the proceedings of these conventions, but want of room oftentimes compels us to mutilate the most interesting reports.

[From the Buffalo Gazette.]

##### SCHOOL CONVENTION.

A Convention of Superintendents of Schools of Erie county, assembled at Williamsville, at 10 o'clock, Sept. 12, 1844, pursuant to public notice.

The meeting was called to order, its objects stated, and a chairman appointed pro tem.

Prayer was offered by Mr. Daniel Trowbridge.

*President*—PETER BARKER, of Evans.  
*Vice-President*—DANIEL TROWBRIDGE, of Newstead.  
*Secretary*—JOHN G. HOUSE, of Clarence.  
 The President having announced the committees, the convention adjourned for one hour.

## AFTERNOON SESSION.

Several resolutions were introduced by different individuals, and after being discussed were adopted. Among which were the following:—

*Resolved*, That the teachers who diligently qualify themselves for the important business of educating the rising generation—who are laboring assiduously to promote the great cause of moral and intellectual advancement—who wield the powerful influence they possess in support of truth and virtue, well deserve the thanks of this convention and the gratitude of the entire community.

*Resolved*, That one of the best methods of improving the schools and promoting proper order therein, is, that parents frequently visit them and encourage and sustain teachers, by impressing upon the minds of pupils the importance of strict attention to their several duties as scholars.

*Resolved*, That we approve of the enlargement of the District School Journal; and, believing its publication of great importance to common schools, will exert ourselves to extend its circulation, and increase the number of its readers.

The committee on examination of teachers reported—

*Resolved*, That we demand from the candidates who present themselves for examination, with whose moral character we are not otherwise acquainted, a certificate of the same from some good authority.

Also, the following heretofore adopted:

*Resolved*, That for the purpose of ascertaining the qualifications of teachers, it would be proper for the officer to ascertain by appropriate inquiries: First: His ability to govern himself: Second: His love for the business of teaching, and whether he designs making it a temporary or permanent employment: Third: His experience and success in teaching: Fourth: Whether he has obtained a specific preparation: Fifth: The mode he proposes to adopt in teaching each branch of elementary science: Sixth, His knowledge of the various branches he may be required to teach: Seventh: His ability to communicate instruction in the manner best adapted to develop the faculties of the mind, to form correct habits of thought, to make the studies of the various branches interesting to the minds of his pupils, and above all to inspire them with a love of order and decorum, and to inculcate those moral precepts, without which our schools would be divested of a large share of their usefulness—Report adopted.

The committee on methods of instruction reported—

*Whereas*, Improper modes of instruction tend to render study disagreeable and repulsive to the pupil, discourage his application, and interpose the most embarrassing obstacles to his proficiency: therefore—

*Resolved*, That teachers ought to avail themselves of every practicable opportunity to acquire a knowledge of the most appropriate methods of communicating instruction—methods

which will in the shortest period convey to the pupil a thorough knowledge of the branches taught, and most fully discipline and expand all his mental faculties. After some discussion the report was adopted.

The committee on moral culture reported—

*Whereas*, The acquisition of intellectual knowledge without virtue is but an increase of intellectual power liable to be applied to purposes at variance with the permanent happiness of its possessor, and the highest good of society: therefore—

*Resolved*, That educators ought always to give serious and careful attention to the development and cultivation of the moral sentiments of their pupils; among the best means of doing which we recognize those of personal example and the frequent inculcation of moral precepts.

The report was supported by several members and gentlemen from abroad, and adopted.

Adjourned to half past 7 o'clock.

In the evening an able lecture on the subject of education was delivered by the Rev. Mr. TUCKER, of Buffalo.

The following ode, composed for the occasion by a resident of the town, was, in the course of the exercises of the evening, sung by the village choir:

There is a dawn more blest and bright  
 Than ever beams from earthly skies,  
 It rises like the holy light  
 That gilds sinless paradise.

As on the wings of cherubim,  
 It comes in beauty and in power—  
 No cloud its golden light can dim,  
 No storm can stay its promised hour.

So strong, no cell its beams can bar;  
 So mild, the flowers seem glad the while;  
 So wide, it streams o'er earth afar,  
 And lights the ocean's utmost isle.

So calm, so soft, so beautiful!  
 It gladdens e'en the very blind;  
 It is the morning of the soul,  
 The day-spring of the deathless mind.

In its warm light shall science rear  
 Her trees in beauty to the sky,  
 While the rich fruit and leaves they bear  
 Shall gladden every weary eye.

Thick, in its soft celestial arms,  
 The Eden flowers of art shall hang,  
 And songs go up such as the stars  
 O'er the young earth in triumph sang.

May God, the Lord of life and light,  
 Roll this glad morning on its way,  
 Till its bright beams, to human sight,  
 Are lost in everlasting day!

Resolutions of thanks to Mr. Tucker, the choir, and to the author of the ode, were passed, The Convention then adjourned to nine o'clock, Sept. 13, Friday morning.

Committee on School Celebrations reported as follows:

*Resolved*, That to awaken in the minds of the people a greater degree of interest in the common schools, and secure more fully the co-operation necessary to accomplish the object for which they were established, we recommend the holding of school celebrations in the towns of the county as often as one a year, and that a public examination of the pupils be held in each district, at or near the close of the term. Adopted.

The Chairman of the Committee on Teachers'

Institute stated, that temporary schools for teachers had been found of great practical utility in other counties, that several friends of education might be expected to aid in conducting the exercises of an institute, should one be established for a short time near Buffalo, and recommended the following resolution:

*Resolved*, That a Teachers' Institute be established in this county, and that on the 21st of October next, a session of two weeks be commenced at Williamsville, under the direction of the County Superintendent and Mr. Kinsgley of Buffalo.

After an interesting debate, in which several citizens of the place participated, the report was adopted.

*Resolved*, That we tender to the inhabitants of Williamsville our thanks for the kind and hospitable manner in which they have received and entertained the members of the convention.

*Resolved*, That the proceedings of this convention be signed by the President and Secretary, and published in the several papers of the county and in the District School Journal. Adjourned, *sine die*.  
PETER PARKER, Pres't.

JOHN G. HOUSE, Secretary.

[From the Palladium.]

FRANKLIN.

PROCEEDINGS OF THE COUNTY CONVENTION OF  
TOWN SUPERINTENDENTS OF FRANKLIN.

Malone, Aug. 20, 1844.

In pursuance of notice given by D. H. Stevens, esq., the following town superintendents met in the Court House at Malone:

R. R. Stetson, Bangor; John Ware, Bombay; Cyrus Merrill, Belmont; James H. Holland, Brandon; Mr. G. W. Darling, Constable; Claudius Hutchins, Dickinson; Dr. Roswell Bates, Ft. Covington; T. K. Phillips, Moira; H. W. Purdy, Westville.

The meeting being called to order, Dr. R. Bates was appointed Chairman, and J. Ware Secretary.

The following resolutions were adopted:

WHEREAS, The education needed by our youth is that which shall prepare them physically, intellectually and morally to act well their part in the great drama of life, whereas most of the children and youth of our beloved country must ever receive their education at the common school, and whereas the future happiness and prosperity of our nation and the world depend in a great measure upon the instruction there given and the habits there formed; therefore,

*Resolved*, That the interests of the common schools should arouse and enlist the feelings, and excite all to action who wish to preserve and perpetuate our republican institutions; of all who wish to see mankind shake off the chains of ignorance, superstition and bigotry; and of all who with a pure faith and ardent zeal look forward to that day "when the sword shall be beaten into the ploughshare, and the spear into a pruning hook."

WHEREAS, Children under five years of age are not physically fitted to endure the confinement of the school-room; their minds are not sufficiently matured to understand the reason of things, and are not capable of confining their attention to one object for a length of time:

*Resolved*, That they ought not to be sent to the common school to rob the teacher's time and the public for nursing to prevent hiring nurses at home.

*Resolved*, That we recommend to the school districts of our respective towns, which have the number of volumes in their libraries required by law, to expend their library money for the ensuing year in the purchase of globes, maps or other apparatus for the use of the schools.

*Resolved*, That we regard Teacher' Institutes as valuable auxiliaries in the cause of Common Schools, and recommend that such an institution be opened in this county the ensuing autumn, and will use our best exertions to induce the teachers of our respective towns to attend the Institute, and follow in their teaching the recommendations of the same.

*Resolved*, That we believe the School Journal worthy of the patronage of teachers especially, and will use our influence to extend its circulation.

*Resolved*, That we consider it the imperative duty of trustees, parents, and guardians of youth to visit their respective schools, which duty we are compelled to say has been most unreasonably neglected.

*Resolved*, That the proceedings of this convention be published in both the county papers.

*Resolved*, That the convention adjourn to meet in the court-house at Malone, on the 2d Tuesday of May next at 9 o'clock A. M.

R. BATES, President.

JOHN WARE, Sec'y.

FULTON.

We received a notice of the Text Books adopted at the late Mayfield Convention, with a request that it should be published in the Journal.

For the reasons stated under the head of Erie, our friends will excuse us for not violating a rule long since laid down with the advice of the department and rigidly adhered to.

[From the Mohawk Courier.]

HERKIMER.

Old Herkimer has won an enviable distinction by the interest and energy shown in the cause of her district schools. Her motto is—ONWARDS!

HERKIMER COUNTY COMMON SCHOOL ASSOCIATION.

THE Herkimer County Common School Association held its Anniversary meeting at the Court House, in the village of Herkimer, on Wednesday, Sept. 11, 1844. Rev. DAVID CHASELL, President, opened the proceedings with prayer.

The meeting though not large was very respectable; its proceedings were conducted in the best spirit and are destined, as we trust, to produce a salutary impression upon the public mind.

On motion of Ezra Graves, the following gentlemen were unanimously elected officers for the ensuing year:

Rev. DAVID CHASELL, Pres't.

Rev GILBERT MORGAN } Vice Pres'ts.

" O. R. HOWARD, }

JOHN C. UNDERWOOD, Treasurer.



JAS. HENRY, Jr., Corresponding Secretary.  
I. E. L. HAMILTON, Recording Secretary.  
Half past 1 o'clock, P. M. Association again met pursuant to adjournment. 2 P. M. the Association adjourned to the Brick Church to hear the address of Rev. O. R. Howard, orator of the day.

At the conclusion of the oration, Dr. Turtelot of Newport, on invitation of the President, read an essay on Physical Education.

On motion of Rev. G. Morgan.

*Resolved*, That the interests of school districts will be best promoted by employing teachers whose qualifications are of the first order.

On motion of I. E. L. Hamilton,

*Resolved*, That James Henry, Jr. be appointed orator of the next anniversary. Alternate, Ezra Graves.

The following resolution was offered by the county superintendent, and after debate was unanimously adopted:

*Resolved*, That this association recommend to school officers, teachers and parents to hold common school celebrations in each of the towns in this county during the ensuing winter.

The following general resolutions were then offered, debated and adopted unanimously:

*Resolved*, That virtue and intelligence in the great body of the people are the only sure foundations of republican government, and that it is the imperative duty of all States to make adequate provision for the thorough education of youth of both sexes.

*Resolved*, That the members of this Association cordially congratulate their fellow-citizens upon the greatly improved state of the Common Schools in this county and in the State generally, and that we again unanimously express our deep conviction that our present school organization is far more perfect and efficient than any other by which it has been preceded, and that to abandon or to essentially change that organization, in the opinion of this association, would be fraught with serious and enduring evils.

*Resolved*, That this association does cordially approve of the law enacted by the last Legislature of New-York, establishing an experimental normal school for the instruction of Common School Teachers: that the city of Albany is the proper place for making such experiment, as it will afford members of the legislature opportunity personally to inspect its operations and thereby to determine conclusively whether its advantages are such as to render the permanent establishment of similar schools in other parts of the State desirable.

#### JEFFERSON.

Those who read the extracts we are able to give from Mr. Brown's admirable address on this occasion, will regret that anything was omitted. He speaks from the heart, and his words will not fall unheeded.

We regret that we have not also a report of the remarks of his efficient co-adjutor, Mr. Montgomery.

[From the Jefferson County Democrat.]

#### COMMON SCHOOL CELEBRATION.

The following notice of a Common School Ex-

hibition at Watertown, from a correspondent of the Watertown Journal, we take much pleasure in transferring to our columns. We are glad to see community waking up to the importance of primary Schools—for they are truly the seed time of life to the children of our land—in which we may behold, as in a glass, the future history of our country. "The child is father to the man," is inscribed in letters of living light and truth upon every page of the history of the past, and yet the startling truth is too frequently passed over and forgotten.

The exhibition was held in the Universalist church, which was tastefully decorated with flowers, and banners hung around the house. Too much credit cannot be awarded to the gentlemen who have planned and ably carried out the exhibition.

Mr. INGALLS, teacher of the School in district No. 3, of this village, officiated as Marshal; he was prompt, vigilant, appeared well, and acquitted himself with much credit. The Rev. Mr. KNOX opened the exercises with prayer. Singing by the choir led by Mr. LEONARD, followed; and here it may be as well to remark in full upon this most cheering part of the exercises.—We never listened to sweeter or more harmonious voices. The choir was composed of little girls and boys.

Mr. Leonard, the teacher of the choir, is entitled to much praise; he must have spent time and taken much pains to attune so many tongues, and make them move so perfectly together.

H. D. SEWALL, was the first of the gentlemen who addressed the audience. His speech was able and profound, perhaps too much so, for the occasion.

Mr. MONTGOMERY, Superintendent of the Southern District of this County, followed Mr. Sewall. He spoke as one interested in his subject, distinctly and energetically—his address contained many excellent sentiments and valuable suggestions, and was, no doubt, well approved by his attentive listeners.

The next speaker was the Rev. J. R. BORD. On rising, he remarked that those who had preceded him, had addressed the elder members of the audience; he wanted to talk to the children. And he did talk to them in a manner that held their attention, and interested and delighted us all. He spoke with his characteristic tenderness of heart—as an affectionate father would talk to his own children. He reminded them that the object that brought them there was not unimportant. We have come, said he, to instruct and benefit you. This celebration was arranged for you. And it has cost considerable time and pains to bring it about. Somebody has felt an interest in your welfare or we should not be here. He alluded to the table spread outside the church, covered with the choicest of delicacies, and ready to welcome them at the close of the meeting. He had no doubt some of them wanted to be there now, for the refreshments were very tempting. He directed their attention to the mottoes on some of the banners, explained their import and fitness. He drew a valuable and impressive lesson from the one, "Tall Oaks from little Acorns grow," and was not less felicitous in his remarks on the two following: "We seek for Mental Treasures," and "Science is Nature's Master."

After the choir had sung one of our favorite

lays, T. DWYER, Esq., arose and addressed the assemblage in a plain, sensible style. This gentleman was succeeded by LYSANDER H. BROWN Esq., Superintendent for the Northern District of this County. Mr. Brown's address was particularly entertaining. He spoke in substance as follows :—

MR. BROWN'S ADDRESS.

The young are, at all times, objects of interest. The season of youth is, in itself, one of such artlessness and truth as to command our attention and excite our love : but it is when we look to the future that children are chiefly interesting ; when we contemplate them as growing up to assume the responsibilities which are to devolve upon them. Not an interest lies near our hearts that is not soon to pass into their hands. No hope of the patriot, no desire of the philanthropist, no aspiration of the Christian, reaching through the next generation, but which if realized at all, must be realized in the persons, and by the agency of those approaching the stage of action.

When we think of the importance of education to the children in our midst, we are apt to confine our reflections to the fact that some of them are to be our statesmen and jurists—our great men ; and not to the less public, but not less important consideration, that they are, also, to be the fathers, and mothers—the future teachers of the land. Every child, who lives to be the head of a family, will be intrusted with the management of a little empire, more delicate in its nature, and scarcely less important in its results than any in the political world. Well regulated families are even more rare than well regulated governments. It is not always our public characters that are the most useful in the community. The little business world immediately around us, for instance, wants very few public officials to carry on its operations. Some body to take charge of these stores, and shops, and public houses ; to regulate yonder machinery, to cultivate these surrounding farms, whose prolific bosoms have just yielded an abundant harvest ; that is what our circumstances require ; and it is all that they absolutely require. All this will be done by these children. This property is to fall into their hands, these interests are to be committed to their charge. These fire-sides they are to protect or disgrace ; these family altars to sustain, or prostrate ; these social relations to adorn, or lay waste ; these temples of public worship to preserve, or desecrate. If all these things, which we so ardently cherish, which constitute our life, our joy, our all ; if they are, so soon, to be directed by these minds, and guided by these hands ; is other inducement necessary to prompt our efforts for the right education of these children ?

Our attention is, at this time, particularly called to our *Common Schools* ; not *common* because they are low, or unimportant in their origin, or design, but because they are, like the air we breathe, or the light by which we see, free to all. The brightest feature in our system of public instruction, is that by which pecuniary want does not deprive the child of the means of knowledge. In our public schools the child of poverty, and the heir of wealth receive the same kind of physical discipline, the same kind of mental food, the same kind of moral training. Our *Common Schools* constitute the basis of all

our system of education. It is in them that our children receive more or less of the rudiments of their education. These schools are not what they should be ; and, there are many reasons why they are not ; but the principal one is the fact that they do not receive sufficient attention from those for whose benefit they are designed.

I do not propose to speak of the schools in general, but to mention a few reasons why those in our immediate vicinity are not so useful as they should be. The first I shall mention is because we have so many select or private Schools. The *Common School* has a rightful claim to every dollar squandered in sustaining small, inefficient *Select Schools*. The number of *Select Schools* in our village is almost incredible. Scarcely a street or lane is destitute of them. Those who sustain them, excuse themselves by saying that the common school does not present those advantages which their children require. This may be the case, and for the very reason that, instead of laboring to make that school what it should be, they have deprived it of the means of becoming so by taking their children out of it, and withdrawing their support. There are many ways in which sustaining select schools operates injuriously upon the *Common School*. In the first place, those who withdraw their children, thereby refuse it so much pecuniary means as they ought to pay to it for their tuition. In the next place their children being withdrawn, their own interest in the welfare of the School is lost ; and in the last place, those children that are withdrawn, are generally the very ones who would benefit the school most. Take the best scholars from any school and you prostrate that school ; you take away its life. Now, I hazard nothing in saying that your common schools poor as they are, from the fact that those who should be their most prominent supporters render them no aid, are nevertheless better, in every particular, than your select schools. They possess better accommodations, better facilities ; and they are furnished with abler and more elevated teachers. Nothing is wanting to place these Schools in a condition to furnish every necessary means for educating all the children in their immediate vicinity, except the united, zealous, and efficient support of all those who have children to educate. Our *Select Schools* sap the life blood from the common school ; were they merged in the common school, education would become cheaper, more uniform, more extensive. Knowledge and virtue would not be confined to the privileged few, but would become common blessings to the common masses. Would it not be better that they should be universally diffused ? that light should encircle the community and beam on every intellect, rather than a few should enjoy it, and all the rest be enveloped in the darkness of midnight ? I would not utter a word to injure the feelings of those who support select schools ; but my position makes it my duty, (and my inclination coincides with my duty,) to present the superior claims of our common schools. I am directly admonished of my duty by a motto which I saw floating on the breeze as this youthful procession approached the house we now occupy. That motto has not been alluded to. All the others have been eloquently and beautifully illustrated and explained by one who has already

addressed you. My young friends, I like all the devices on those appropriate little flags which you bear to day: but this one is the nearest my heart. Will the brave lad who has charge of that banner, shake it out, that the people may see what is written on it:—"SUSTAIN YOUR COMMON SCHOOLS." That is my text; and in obedience to it, I stand here the exclusive advocate of common schools. I see here also another banner. It is our Country's Flag. There it waves in peerless beauty, without motto or mark, except the "glorious stripes and stars" that have ever adorned it. That banner also points out my duty. I look upon common schools as the hope of my country; and with the flag of my country before me, I dare not do otherwise than advocate the claims of those schools, to the entire exclusion of those of a select or private character. Education, general education, the education of the whole people, just such an education as our common schools ought to be able to furnish, is destined to become the regenerator of the race. Its blessings are rich; let them descend upon all.

Fellow-Citizens, contemplate this assemblage of children. Tell me how many hopes of parents and friends are centered here! and oh! are these hopes not to be realized, are they to be crushed by the conduct of these children? Tell me of how much joy, or bitterness they are to be the authors to themselves and others. Tell me how many of the issues, not only of this life, but of that which is to come, are awaiting the kind of education they shall receive. Let me remind you that they are a portion of the children of your common schools, and then tell me if those schools are not worthy of your attention. Why is it that the subject of primary education does not elicit a deep, pervading interest? Our popular excitements take hold of almost every thing else: but the common school, which constitutes the basis of our educational system, and which, if rightly directed and attended to, would become a mighty lever to lift up and carry forward all our schemes of benevolent enterprise, all our plans of intellectual and moral advancement, is left to survive as best it can, or to perish for want of the breath of life, which should be breathed into it by our men of wealth and influence. Is it thus because the subject is not one of magnitude? True there are only between six and seven hundred thousand children in this Empire State interested in these schools, in annual attendance upon these schools, and receiving the public money of the State. There are little less than twenty thousand in our own County interested in these Schools, and are you aware that in ten of the eleven towns north of your noble river, there are near eleven thousand children between the ages of five and sixteen years? What an army to be educated! Will you not obey that motto to which I have alluded? will you not obey it in its letter and in its spirit, and "SUSTAIN YOUR COMMON SCHOOLS"? Show me an interest dear to man, or to life, that does not look, for its advancement, to the education of children such as these. Show me an individual who is not a partner in that interest. If then as parents, you love your children; if as patriots you love your country; if as philanthropists you love the world of mankind; if as Christians you love that heaven whence all your blessings descend—educate! yes! educate thoroughly,

roughly, religiously, rightly, these children whom God has given you, and whom He requires you to rear up to his service.

#### OTSEGO.

[From the Freeman's Journal.]

The following account of the closing exercises of the Otsego Teachers' Institute will be read with much interest by all who look beyond the exciting scenes of the present hour. For it is upon the Teacher that the destiny of our country depends, and if he can be prepared worthily to discharge his high, his sacred duties, all will be well with us and with our children.

Otsego is fortunate in having a county superintendent equal to the exigencies of his office, and we recognise with pleasure the name of one of the earliest and ablest friends of this movement, among his strong supporters; we mean the president of our first convention, the Hon. Jabez D. Hammond.

#### COMMON SCHOOLS.

The members of the Teachers' Institute for the County of Otsego, assembled and organized at the Court House, in Cooperstown, on the 16th of September, 1844. The students consisted of sixty-four young gentlemen and twenty-six ladies. John G. K. Truair, A. M., Principal of Gilbert's-Ville Academy, Salem Town, A. M., of Aurora, Jacob C. Tooker, Esq. of Orange County, late county superintendent, and G. Gilham, A. M., of Aurora, constituted the Board of Instruction.

The exercises of the Institute terminated on the 27th of September, when a public examination of the students took place in the Court Room, in presence of a number of ladies and gentlemen of the village and from other parts of the county. The result of the examination was highly creditable to the members of the institute and to the teachers; and the scene was exceedingly interesting and gratifying to the friends of popular education.

We have neither time nor space for dilating on the demonstration afforded by the brilliant and successful issue of this experiment, and can only say, that it furnished the most cheering hopes and well founded anticipations to the friend of common schools, to the lover of our civil institutions, and to the philanthropist.

After the exercises were closed, the Institute was briefly addressed by L. R. Palmer, the county superintendent, Jabez D. Hammond, Esq., J. W. Taylor, principal of the Cherry Valley Academy, and in a most able and affectionate manner by the teachers, Messrs. Truair, Town and Tooker. During the delivery of the addresses by the teachers, the students, and many of the audience, were much excited, but instead of cheers many tears were shed, and a suppressed sobbing was heard in every part of the room.

Too much praise cannot be bestowed on Mr. Palmer, for his great and successful efforts in forming and organizing the association, in procuring teachers, and, though in feeble and great-



ly impaired health, for his unwearied and constant attention during its session.

The exercises closed by singing an ode composed for the occasion, which we hope to see in print, and by an eloquent and fervent prayer by Mr. Town.

Immediately after the prayer, the citizens in attendance organized by the appointment of Sheriff Winsor chairman, and Doct. Hannay secretary, when on motion of Judge Hammond, the following resolutions were unanimously adopted:

*Resolved*, That Salem Town, John G. K. Truair, Jacob C. Tooker, and G. Gillam, are entitled to the grateful thanks of the citizens of this county and the public in general, for their laborious, able and faithful services as teachers in this institute.

*Resolved*, That the demonstration this day afforded by the members of the institute of their ability and capacity for teaching, their aptitude to acquire knowledge, and their industry and successful application to the exercises assigned them, in connection with the recollection of their courteous and commendable deportment since they have been in attendance on this occasion, entitle them to the cordial thanks and unqualified approbation of this community, and indicate that a new and brilliant era is about to dawn upon the common schools in this county, equally consoling to the patriot and grateful to the feelings of the philanthropist.

*Resolved*, That this meeting most respectfully recommend to the supervisors of the county of Otsego, at their next meeting, to make such provisions for defraying the incidental expenses incurred for fuel, lights, stationery, &c., by the institute during its session, as can be done in accordance with their legal and constitutional powers.

*Resolved*, That in view of the great and permanent benefits which in our judgment may reasonably be anticipated from the association of teachers of our primary schools upon principles similar to those of the institute in this county, we respectfully but most earnestly recommend and request the legislature at their next session, to make an appropriation adequate to the defraying of the expenses of an institute which shall meet and continue its session at least two weeks once a year in every county in the state.

*Resolved*, That the proceedings of this meeting be published in the Common School Journal and in the newspapers printed in this county.

The chair thereupon appointed J. D. Hammond, L. J. Walworth, J. W. Taylor, C. N. Pattengill, and J. B. Wood, a committee to carry into effect this resolution.

AMOS WINSOR, *Chairman*.

JOHN HANNAY, *Secretary*.

#### RENSELAER.

##### TROY PUBLIC SCHOOL CELEBRATION.

On the 16th inst. a Public School Celebration was held at the suggestion of Dr. Thomas, the County Superintendent.

The several public schools, under the direction of their respective teachers, assembled at one of the churches, where the exercises consisted of music by some of the schools, and addresses by Hon. D. Buel, Dr. Crandall, and

Hon. G. Corning, Mayor of the city. As the time was limited to about two hours in consequence of a convention to assemble in the afternoon, it was not deemed expedient to enter upon any examination of the schools, but the occasion was one of much interest, and will undoubtedly exert a salutary influence on the great cause of popular education.

#### RENS. CO. ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION.

THIS Association held its annual meeting at the court-house in Troy on the 16th inst. The following are the officers for the ensuing year: Dr. Lansing of Greenbush, President; Dr. I. Hogeboom of Schodack, Vice President; E. Wilson, Jr., Recording Secretary; X. Haywood, Corresponding Secretary.

An address was given by T. H. Palmer, Esq., and an able report was presented by Rev. John Smith on the comparative state of education in different countries. There were reports also on the relative importance of school studies, and on school celebrations.

The association adjourned to meet at the same place on the third Wednesday in April.

#### SARATOGA.

AN adjourned convention of Town Superintendents was held at the court-house in the village of Ballston Spa, on the 15th day of October, at 11 o'clock, A. M. The Convention was called to order by the chairman of the last convention, and the several committees submitted their respective reports.

Mr. Kimball, from the Committee on Normal Schools, reported as follows:

The committee appointed to investigate the propriety and feasibility of establishing a normal school in this county the present season, beg leave to present the following report:

Your Committee are of the opinion that Normal Schools are of immense advantage to the cause of common school education, and the object cannot be immediately and rapidly advanced in this county without their aid. The destitution of trained teachers for common district schools is so great that a supply cannot be obtained without some such efforts are made. Facts might be adduced showing the importance and necessity of this measure in every county of this state, but especially in this county. Your committee would therefore gladly recommend the immediate establishment of a permanent school of this character in this county did they believe it could be accomplished; but as there appears to be no means by which this subject, so desirable in itself, can be speedily effected, they are constrained to confine their recommendation to the establishment of a temporary institution of a few weeks continuance during the present season, hoping this will lead to more extensive and permanent operations.

Your committee beg leave further to state that should such an institution be established in this county and conducted, as they doubt not it would be, under either of the respectable gentlemen at the head of the academies from whom they have received replies, with the supervision of the County Superintendent, which must of course be considered indispensable, an incalculable

amount of good would result to the cause of common school education in this county.

All which is respectfully submitted.

C. O. KIMBALL,  
*Chairman of Committee.*

An animated debate arose upon the reception of the report, but it was finally adopted, and the county superintendent was appointed to carry into effect the recommendation contained in the report, and to establish a temporary normal school in such place as he may deem expedient, and to give public notice of the time such school is to commence, and also the place at which it is to be held.

Mr. Gillman being present, by request gave a short and an able address on the subject of Normal Schools.

Mr. Thomas H. Palmer also addressed the convention on the subject of Moral Education.

On motion the thanks of the convention were tendered to the gentlemen for their interesting and able addresses.

The committee on text-books made their report, and submitted a list of text-books, (which they strongly recommend to be used in the county,) and which were unanimously adopted by the convention.

A resolution was also adopted, recommending the Town Superintendent to call meetings of the trustees of the several districts in their respective towns for the purpose of selecting and adopting the text-books recommended; and, where more than one author was recommended to say which they would adopt. By such a course, an unity of feeling and interest will be awakened, and the town superintendents and trustees of school districts would act in concert and in harmony, and the advancement of common school education be rendered more certain by each of the several officers in the town uniting in adopting an uniformity of text-books.

The town superintendents have exhibited much devotion to the cause of education, which will lead them to renewed exertions to carry out, so far as they are concerned, the design which the founders of our glorious system of common schools had in view. All who attended the conventions, (and many strangers were present at both meetings) have expressed much approbation at the result; and we are resolved that "Old Saratoga" shall not be behind any other county in the State in urging forward the completion of that system of education which the State has been so lavish in its expenditure to sustain, and on account of which she may justly claim the title of the "Empire State."

It was resolved also that the proceedings be published in the District School Journal and in the county papers.

On motion the convention adjourned sine die.

A. MEEKER *Chairman.*

J. O. NODYNE, *Secretary.*

WAYNE.

COUNTY CONVENTION OF TOWN SUPERINTENDENTS OF COMMON SCHOOLS.

AGREEABLY to public notice, the Town Superintendents of Common Schools, for the county of Wayne, assembled in Convention at the Presbyterian church in Lyons on Wednesday, the 10th day of October, 1844.

The Convention was called to order by S. Cole, County Superintendent.

The convention then proceeded to the election of officers. The following are the names of the officers of the Association:

John M. Holley, President; George W. Cuyler, George W. Scott, Vice Presidents; Lorenzo D. Ireland, Recording Secretary; and the Town Superintendents of the several towns, Corresponding Secretaries.

On motion, a committee was appointed who reported the following resolutions, which, after some discussion, were unanimously adopted:

*Resolved*, That it is indispensable to the success of the object contemplated by such associations, that parents should give an active and cheerful co-operation with the efforts of teachers in the cause of education, and that all improvement in our common schools very greatly depends on the inhabitants themselves, and that the best teachers and superintendents will be of little avail, if the people withhold their sanction and generous support.

*Resolved*, That the object of education should be the full development of the entire character—social, moral, intellectual and physical—the directing and strengthening of the moral and mental powers.

*Resolved*, That females who devote themselves to the cause of education, occupy one of the most important and appropriate stations possible for them to occupy, and that in this capacity they can exert an influence more lasting and salutary than the statesman and philanthropist.

*Resolved*, That the introduction of vocal music into our common schools is highly conducive to the intellectual advancement, the moral elevation, the individual and social happiness of the pupils of our schools.

*Resolved*, That the study of Physiology—"the house we live in"—and its adaptation to the preservation of health, demand the attention of all, and especially of those under whose instruction the youth of our country are placed, and that the introduction of this study into our common schools be recommended by this convention.

*Resolved*, That we recommend "Mitchell's Outline Maps" to be added to each district library for the use of schools, whenever authorized by law.

*Resolved*, That in the estimation of this convention the District School Journal is a valuable auxiliary, and eminently calculated to promote the cause of education, and that we recommend it to the patronage of teachers and parents.

*Resolved*, That the diversity and frequent change of text-books are injurious, and ought, as far as possible, to be avoided, and that a committee of five be appointed to report a series to be recommended to the schools in this county.

*Resolved*, That Messrs. Cole, Peddie, Westcott, Hunt and Curtiss be such committee, to report at the next convention.

*Resolved*, That our thanks be presented to H. E. Rochester, Esq., County Superintendent of Monroe county, for his attendance at this convention.

*Resolved*, That the proceedings of this convention be published in the several papers of this county.

*Resolved*, That this convention adjourn to

the — day of December next, and that James Peddie, Esq., be requested to address the convention at that time.

A. D. GAGE, *President.*

J. N. WESCOTT, *Secretary.*

#### WESTCHESTER.

We extract the following interesting account from the Westchester Herald, whose able editor, Mr. Roscoe, has ever manifested a deep and enlightened interest in the cause of common schools.

The only cause of regret in reading the proceedings of this Convention is the small attendance of town superintendents. Not only have they suffered a great personal loss, but the whole county shares in it, for they would have returned to their duties with greatly increased zeal to discharge them faithfully.

We congratulate the County Superintendent on the prospect of sympathy and cordial co-operation from the inhabitants of Westchester.

We have room to publish but a few of the resolutions.

#### SCHOOL CONVENTION,

At Tarrytown, on the 24th of September.

As we have stated our absence from the convention, in consequence of other engagements, the reader will observe that we derive the following account of the speeches and spirit of the convention from the notes of an intelligent member of that body, who was present during all its session.

The Convention was organized by calling the County Superintendent, JOHN HOBBS, Esq., to the Chair, and the appointment of GENART VERMILYEA and NELSON MAHER, Teachers, as Secretaries for the session.

Mr. Holmes, of Greenburgh, made some remarks on the propriety of the appointment of a Committee of practical Teachers, for the purpose of reporting to the convention a suitable system for the daily order and manner of exercises in Common Schools.

The committee having been appointed, (see proceedings,) in the afternoon, the publishers of School Books present were allowed twenty minutes each to present and explain the peculiar characteristics of their respective works. Mr. Smith presented his Arithmetic, and remarks on the rules and the method of teaching. Mr. Frazee presented his Grammar; gave an explanation of his rules, and a very able lecture on the method of teaching that science, which occupied about 3-4ths of an hour.

Mr. Palmer, the gentleman announced to lecture at the convention, was then invited to address the meeting. He commenced with some judicious remarks on the proper mode of instruction in reading, and showing that it is the key for acquiring a knowledge of all other sciences; and that the learning to read properly, would enable a pupil to acquire a knowledge of all branches of study, without the formality of a teacher. He then dwelt on the manner of teaching small children; showing the restraint they must feel in undergoing the routine generally

pursued in teaching them the alphabet and spelling; and to show the result of a wandering state of mind when reading. He then proceeded to show a plan for teaching the art of reading, instead of the alphabet and spelling, first, viz. by pictures and observations of words. He then adverted to three modes of acquiring knowledge—by reading, by the eye alone, by the ear alone, and by the eye and ear together. Exercises in reading by the teacher, or a pupil, and attended or listened to by the school, and questions asked by the teacher on the lessons, he also recommended. He closed with submitting which of the three exercises of reading, by the eye, by the ear, or by the eye and ear together, were the most important.

Mr. Sanders then presented a work entitled *Metrical Stories in Chemistry and Natural Philosophy*; and also one entitled, *The Young Choir*; and offered some thoughts on the importance of instructing children in sacred music. He also alluded to the *Young Choir's Companion*.

At evening Mr. Palmer resumed his lecture—commencing with Arithmetic; and recommended the propriety of beginning with young children by means of his numerical frame, which he exhibited. He remarked that lessons for infancy should be very short, but their exclusive attention should be required while reciting, and that it is of more importance for children to be attentive listeners than good arithmeticians.

Mr. Holbrook lectured in a familiar way, and exhibited his School Apparatus, with small cabinets of minerals, and dwelt on the importance of explaining different kinds of stone and minerals to scholars. He stated, that the collection of minerals by children, induced the Legislature of Tennessee to appropriate \$800,000 more to the use of common schools the next year; a much greater sum than had been formerly appropriated. He exhibited too, specimens of curiosities that had been sent from Oregon, made by an Indian woman, in exchange for curiosities sent to them from the cabinets of children in Philadelphia. Also several curiosities from Mexico, sent by the natives there, and from the Feejee Islands, interspersed with anecdotes, money in form of beads used by the natives; and a belt made by an Indian boy in Mexico; drawings made in Africa and in Vienna as returns for drawings by children sent out; showed a specimen of the husks spoken of in the parable of the prodigal son; and spoke of the interest caused by inciting children in making specimens to send to foreign countries; of the civilizing and industrious influence in schools in the city of New-York; showed an elucidation of the 47th problem of Euclid, made by one of the ragged streets boys in New-York; and exhibited drawings made by children in the public schools of the city.

The publishers of School Books were again heard; Mr. Strong presented the *Science of Government*, by Andrew W. Young, and a *Classical Spelling Book*, by A. B. Chapin.

Mr. Holbrook presented his *Geometrical Apparatus*. Mr. Cobb presented his series of *Reading Books and Spelling Book*. Mr. Smith submitted his *Grammar, Geography and Arithmetic*. Mr. Sanders presented his *Spelling Book and First Primer*; also, his series of *First, Second, Third and Fourth Reading Books*.



Another gentleman presented *Miss E. Robbins' Works*. Copies of *Greenleaf's Arithmetic*, were also distributed to teachers by an agent present.

In the afternoon Mr. Palmer again lectured, on Moral Reform in schools. He remarked that the morals of children were too much neglected,—that it had been too much the fault of teachers and parents, to make the pupils all head and no heart. Fathers, mothers, brothers and teachers ought to inculcate good moral principles in children. Moral education teaches the precepts of the pure in heart. Are our teachers capable of all required of them in moral culture? He feared not, and offered a plan to qualify them; the conscience must be aroused, not allowed to lie dormant. Adverted to the duty of ministers on the religious culture of children, and said that although teachers and superintendents could not reach parental influence, they could come very near to it, because the rising generation would carry out their precepts.

#### THE SCHOOL SYSTEM.

*Resolved*, That while we believe this system capable of improvement and alteration in some points to be desired—we have no manner of sympathy with the spirit and purposes of a portion of our fellow-citizens, residents in the County of Orange and who met in Convention in July last, at the Village of Finchville.

#### STATE DEPARTMENT.

*Resolved*, That the course which the Hon. S. Young, State Superintendent has taken with regard to Common Schools, meets with the approbation of this Convention.

#### CORPORAL PUNISHMENT.

*Resolved*, That we consider moral government sufficient and best for all general purposes of school government, but we are not prepared to recommend the entire abolition of corporal punishment.

After adopting the usual complimentary resolutions, the Convention, adjourned *sine die*; a good feeling having pervaded the whole session. All seemed to feel the utmost satisfaction at the proceedings; and numbers of spectators who attended to hear the lectures, discussions, &c., as well as the members of the convention, were deeply impressed with the benefits to both teachers and schools which must result from these conventions.

#### TEACHERS' DEPARTMENT.

##### DISCIPLINE.

I was sorry to find one thing among us which ought not to exist, here or elsewhere—the habit of substituting for the *wise man's* instrument of correction, what is, in my own view, much more objectionable. Blows upon the head, and violent shaking of the body, are so unfavorable to health, and as objectionable in other respects, as plain whipping. There is no magic connected with the pain produced by the rod, to render it injurious or to render pain given by the hand, the fist, a rule or a club, more salutary. If corporal punishment is ever to be inflicted, especially on the young, I know of no instrument better for this purpose than a very small rod—the outcry about its degradation to the contrary notwithstanding. Less injury to the frame work of the system, physical or moral, in proportion to the pain given, is the result, than in any other form of corporal punishment.

In saying this, however, I do not wish to justify the frequent or indiscriminate use of the rod; for while I would retain the right to use it, in all large public schools, in the case of certain ill governed pupils of *all* schools who have been accustomed to yield to nothing else, I am quite confident that in nine cases in ten, in family or school, it is worse than useless.

Teachers fall short or fail in one point, all over the country. They do not give credit enough to their pupils. An old maxim says the devil should have his due; but if so, our children certainly should have theirs. I will explain my meaning. Teachers are much in the habit, especially when visitors are present, of disparaging their pupils in various ways. They are represented as uncommonly "noisy," or unusually "idle," or as speaking "too low," or reciting "badly," perhaps as uncommonly faulty in all these particulars. Now it is a law of human nature, as irrevocable as was that of the Medes and Persians, that we tend to become what we are taken to be. If taken to be noisy, turbulent, vicious, ignorant, &c., especially before others, we almost inevitably become so. This is unquestionably the reason why many parents and teachers have had children and pupils.

Now suppose that after an experience of 6,000 years, on this plan, the tables were to be turned—suppose for the next thousand years we should pursue exactly the contrary course—a child is taken for example, to be disposed to behave well and only treated like a villain when he has proved himself to be villainous: would not such treatment, through a few successive generations, greatly change the aspect of the world we live in? Might we not then begin to talk about a *millennium*?

I was greatly struck with the conduct of one teacher in Windham county. He did not cry out every three minutes, or every three seconds: "too much noise!" or "silence!" and perhaps mount his platform or a bench to be sure of being heard; his knowledge of human nature had taught him a more excellent way—"how glad I am," he would say, now and then, "to find the school so still to-day;" or, "how glad I am to see so many attending to their own business;" or "I see quite a number of scholars who are studying their lessons well;" or "I am glad so many hold their pens well." I am of opinion I could count six or eight who hold their pens nicely! One, two, three," &c. By the time he had begun to count, there would be six or eight—perhaps twenty—more, who would get their pens in the right position, that they too, might be counted. So of the custom of "counting up" the well behaved pupils. Many who were disorderly when he commenced his "one, two, three," &c., would sit as straight as candle rods by the time he was ready to enumerate them. Or a class of young scholars was called upon to read, half of whom, partly from habit, and partly from diffidence, scarcely raised their voices beyond a mere whisper; in that case, instead of complaining or scolding, the teacher seizes his opportunity to commend some pupil, as soon as he conscientiously can—"you have done nobly," he says; or "you have spoken up like a man;" Or, "I am glad to find that three of the class have spoken up well, (or read well,) this time through; next time, I hope to have four who speak loudly."

Can any individual doubt, for one moment, in regard to the effect of such a course of treatment, especially when it is an every day thing, and not affected? For if it is used as a Sunday dress is, or if seen to be done affectedly, it does not succeed so well. If any one doubts, let him make the experiment, either in family or school. I wish to see some sixty thousand of these experiments in the families of Connecticut, and some one thousand five hundred and ninety-nine in the schools.

## ARITHMETIC.

I have already spoken of the manner of teaching writing which begins to obtain among us. Arithmetic, like writing, is taught rather better than formerly, though it is taught, even now, very imperfectly. The greatest improvement which has been made consists in putting into use the black-board.

In general, in teaching arithmetic, the order of things is still very much inverted. Instead of teaching a child how to use his thinking powers, our ordinary course teaches him how to get along *without* using them. The old fashioned method which prevails among our farmers—or which did prevail half a century ago—of “reckoning in their heads,” as it was called, is greatly preferable to the method of our schools—that of doing every thing by figures, and of having no mind about it. Our fathers were the true mental arithmeticians after all; and not our young disciples of Colburn. We are deceived by names. The name of Mental Arithmetic, when applied to that which is only an apology for thinking, will not answer the purpose.

Whenever the processes of our schools, whether conducted with or without the aid of the black-board, shall come to fit the young for that head-work which their fathers aimed at, and in which they partially succeeded, then will they be worth something to us. But before this can happen, there must be a great deal more of sensible arithmetic taught among us. By sensible arithmetic, I mean the addition, subtraction, multiplication, &c., of fingers, corn, beans, apples, blocks, and other sensible or tangible objects.

An immense amount of preliminary training is necessary, before arithmetic will be pursued to much advantage, by the aid of books, slates, or blackboards, in school or family. Very few children in our schools—as I have fully proved to parents and teachers a hundred times over—have any ideas in their heads while working at their sums. What boy who has “been through” with his Adams, his Daboll, his Emerson, or his Smith, has any clear conception of the things, with the names of which he has been freely dealing? What dollars and cents are, he may know full well; but what does he know of an inch, a foot, a yard, a rod, or a mile? Or of an ounce, pound, or hundred weight? Or of a pint, quart, peck or bushel? Or of a gill, gallon, or hog-head? I have asked our sage pupils—some of them in the higher mathematics—to tell me how much a rod was, by marking off the distance on the wall of the school-room; I have had them vary in their measure from eight feet to more than twenty! I have asked hundreds how many cubic or solid feet there were in a snowball or block a yard square; and how many times six feet (and what remaining fraction) there were in a rod; and in nine cases in ten the teacher, or

I, have been obliged to tell them how to find out!

But the preparatory knowledge of which I have been speaking, much of it, is as indispensable in geography as arithmetic. In neither branch do our schools begin at the beginning. I found seven able mathematicians in one of our schools. They had been through *Day, Simpson* and others. They had also been through the modern geographies, Woodbridge excepted. His would discipline the mind more. Yet I did not find that three of these seven, or seven in the whole range of my travels, had any adequate ideas of the width of a river which was said to be 40 yards wide. How many times the length of the school-house, or width of the road, 40 rods be, they no more knew than how to find out “perpetual motion.” I asked a school that could recite learnedly about the boundaries of towns, states and countries, how the school-house was bounded and how the country about it was divided, but nobody could tell. And if teachers have any correct ideas in their heads of this truly elementary kind, they are wiser than I believe most of them to be; and wiser, certainly, than most parents.

## SLATE AND BLACK BOARD.

The truth is, that instead of affording a little incidental aid in school, the slate, blackboard, hand and tongue, should be almost every thing. I value books and hard study as highly as any man; but as a means to such an end, I value these instrumentalities much higher. In our 1600 schools we have, as I have before shown, about 1000 black-boards. Of these, however, not more than 250 are large enough to be of much service. They are seldom over three or four feet long, and three wide. He who should go through the state, and introduce proper slates and black-boards and teach the teachers how to use them, in geometry, the alphabet, spelling, reading, writing, arithmetic, grammar, geography—in truth every thing—would perform a more important service to his country than has been performed for it by any one man—Washington not excepted. The latter, indeed, performed a great work; but the redemption of the rising generation, in our schools, from their slavery to processes which drown all mind, and benumb all moral sensibility, is a work still greater, on which, too, much more is depending.

Twenty years ago, I knew of but one or two teachers in the state, who made it a point to keep all their pupils supplied—even at their own expense—with small slates, for instruction or amusement. Now there is a greater number than one or two, perhaps there may be fifty. Twenty years ago, I knew of but two common school libraries in the state; now I know of many. They are, however, designed for the parents of the district, (who never read them) rather than for the pupils, as were those of twenty years ago. Nor has it been common, till within a few years, to ornament a school room. The idea that the school is essentially a part of the family—that what would render children happy at home would make them happy at school; and that at a very little expense the school-room might be made to resemble a parlor rather than an old barn or a ruined church, is but just beginning to find lodgment in the brains of our teachers, committees, or parents. Perhaps it will be

believed in a few centuries more; and in the course of another six thousand years, begin to be acted upon. I hope at any rate, that Connecticut will not be more than 6000 years behind the three adjoining states.

## DISTRICT SCHOOL JOURNAL.

ALBANY, NOVEMBER, 1844.

### THE JOURNAL

WE are certainly under very great obligations to our correspondent, whose note we subjoin, for the high opinion he expresses of the practical value and utility of our Journal as a family and school paper. It has been our earnest and uniform aim, to give it this character; and it is gratifying to learn that we have in some degree succeeded. It is due to ourselves, however, no less than to the cause we advocate, to say, that unless our Journal can find its way, through parents and teachers, into the family circle and the school, its object must, in a great measure, fail of accomplishment. The officers of the several school districts, to whom it is officially sent, are bound to keep it in their own possession, and preserve it for binding at the end of the year. Its practical benefits can therefore only be secured and widely diffused, by individual subscription among parents, and especially teachers. The trifling price at which we are enabled to afford it, can scarcely be felt by those who order it, while by the general diffusion of useful educational information throughout the community, the most important and beneficial results to the rising generation, and to the present and future destinies of our beloved country, cannot fail of being realized. The publication of the Journal, in its present enlarged size, is kept up at a constant pecuniary sacrifice on our part; and we are reluctantly compelled to say, that unless a considerable accession is made to our subscription list from the sources we have indicated, we must, in justice to ourselves, reduce our sheet to one-half its present size. If we deserve to be sustained—and if the continued publication of the Journal in its present size is desirable—will not parents and teachers, as well as the friends of education generally, appreciate our appeal?

To the Editor of the District School Journal:

SIR—It is with feelings of no common interest, and most certainly with no sinister motive, that I say one word in praise of your useful and able periodical. Having been an attentive reader from its commencement, I have found all its doctrines and illustrations to be most reasonable, and calculated to awaken that interest on the subject which has so long lain dormant. Having acted

as trustee in our district for several years, and always making it my practice to visit our schools once in two weeks, I have had a good opportunity to mark the difference both in the method of teaching and the degree of acquirement between the old and the present system, as recommended by the Journal. We long since introduced it into our school library, and I am happy to say that it is read eagerly and with much interest by parents and scholars. Its influence on the reading portion of the community, is most strikingly exhibited, and a growing interest on the subject of education is manifested by all around us. May it continue to circulate and its circulation increase, until a good and effective system of education shall be established throughout our land; that our sons and our daughters may, through such means, be fitted for usefulness and honor.

GEORGE G. DUNCKLE,

Trustee of School District No. 22, town of Canajoharie.

Freysbush, Oct. 9th, 1844.

### TEACHERS' INSTITUTES.

THESE institutions, which we are glad to perceive springing up in different portions of the state, and increasing in value and efficiency by increased experience as well of their utility as of their economy, unquestionably owe their origin no less to the demand for a higher qualification of teachers in our elementary schools, than to the absence of institutions expressly designed to minister to this demand. The several departments hitherto existing in a portion of the academies of this State, for the preparation of teachers, have, as our readers are already aware, been discontinued. The State Normal School, authorized by the act of the last session of the legislature, has not yet gone into practical operation. And were this otherwise, it is obvious that several years must elapse before its practical results will be able, even under the most favorable auspices, to vindicate the far-reaching and comprehensive wisdom of its establishment. The periodical organization of teachers' institutes, preparatory to the summer and winter terms of our common schools, affords not only a most valuable opportunity for teachers thoroughly to review their attainments, but ample facilities for practical knowledge in the art of instruction. These institutes remain in session for two or three weeks; the cost of attendance is comparatively trifling—that of instruction nothing, or very light, being either gratuitously furnished by the county superintendent, or for an inconsiderable sum, when distributed over a class of from fifty to a hundred, by literary and scientific gentlemen expressly engaged for the purpose. Valuable lectures on educational topics are interspersed throughout



the course; adequate illustrations of the different sciences required to be taught, furnished; and every practicable facility afforded for the acquisition of sound views and enlightened systems of instruction, of government and of discipline. When these admirable institutions shall be found, as we trust they soon will be, in every county of the State and when, in addition to the advantages they now enjoy, under the supervision of the several county superintendents, aided by the talents and experience of veteran educators and scientific gentlemen from our own and other states, they shall be able to avail themselves of the knowledge and information which the graduates of the State Normal School, from each county, may afford, we may reasonably expect from them the noblest and most gratifying results. In the meantime, we claim, with pride and pleasure, for our excellent system of common schools, the credit of originating, and thus far, of efficiently sustaining these novel and useful, "home departments" for the preparation of teachers.

Fulton county established the first of these institutions through its efficient county superintendent, F. B. Sprague, and although this was but two years since, there have been similar schools opened and sustained during the present season in Allegany, Chenango, Cayuga, Seneca, Tompkins, Oneida, Fulton, Tioga, Otsego, Wyoming, Yates, Orleans, and if we mistake not, Genesee.

#### ELEMENTARY EDUCATION.

THE benign results of a progressive civilization, based upon an enlightened Christianity, are in no respect more apparent than in the exertions which have been made and are now making, in this country and in Europe, for the promotion and improvement of Education in its elementary stages. If in those countries, where the great mass of the people and of their children are, for all the practical purposes of legislation and of government, regarded as of no account beyond the value of their physical ability to contribute to the sustenance of an overgrown aristocracy, elementary education is deemed of sufficient importance to warrant the concentration upon it of the highest talent and the ablest statesmanship—what should be the estimation in which this great and fundamental interest should be held in our own young and noble Republic? If the despots of Europe—the King of Prussia, the Emperor of Austria, and even the Autocrat of Russia—find it for their interest and the interest of their people, in this age of in-

creasing enlightenment, to make the most ample provision for a comprehensive and systematic education—what are the responsibilities which appertain to a people, the corner stone of whose free institutions rests upon the general diffusion of knowledge and the prevalence of virtuous dispositions and principles? Regarded merely as a vast political problem involving in its result the ultimate triumph or signal failure of the great experiment of self-government, the question is one of momentous interest and importance; but when viewed in all its aspects—as it regards the individual and collective welfare of the present and all coming generations—as it regards the progress and the fortunes of civilization and Christianity—as it is identified with all our hopes and prospects, and well-being in time and in eternity—it comes to us, fraught with considerations, which, above and beyond all other subjects of inquiry, demand our most urgent and serious attention.

What, then, is elementary education? In its more general and comprehensive form, it may be defined to be that development, cultivation and direction of the various faculties, physical, intellectual and moral, appertaining to humanity, which determine the pursuits, habits, tastes and inclinations, form the character and mould the destiny of each individual of the race. In this view of the subject, the process of education commences with the earliest inhalation of the vital element, and progresses, with a constantly accelerated velocity, first under the auspices of the family circle, then of the elementary school and the family combined, and subsequently becomes matured in the great school of the world, or of that portion of it which bounds the experience of each individual and comprehends the circle in which it is his destiny to move. Nor will this process be in any respect retarded by inattention, neglect or mismanagement, however much it may be guided, elevated, enlarged and directed by a wise vigilance and a discriminating culture. The work of education—either for good or for evil, so far as the individual who is the subject of it is himself concerned, will go on from birth to maturity, whether those whose appropriate function and duty it is to conduct its successive developments and shape its course, faithfully discharge, or habitually neglect, or ignorantly or intentionally pervert the responsible trust committed to their charge. More than this. So sacred is the gift of an intelligent existence—so pure, holy and invigorating are all the ministrations of Nature and Providence—so uniformly and invariably is "the

wind tempered to the shorn lamb"—that, given the elastic energies of a sound and healthy physical constitution, and the ordinary intellectual and moral faculties, the positive exertion of some counteracting external agency is required to pervert, to weaken or extinguish the natural tendency to knowledge, to wisdom and virtue and happiness. The desire for knowledge is implanted in the human mind as one of its uniform and constituent elements: and the budding plant does not more naturally or invariably put forth its earliest energies in search of light and its appropriate aliment, than does the expanding intellect grasp after knowledge—knowledge of itself—knowledge of the external world and all the manifold phenomena by which it sees itself surrounded. Full, however, as the world is of error, of vice, and depravation and guilt, those counteracting tendencies which repress the growth of the mind, pervert its energies, and lead it fearfully astray, seldom fail early to present themselves, even under the most favoring auspices, and to tinge with their dark hues the whole of future life. In estimating the power and the effects of the best and the most skillfully devised system of education, we are apt to lay far too little stress on the circumstances by which we are constantly surrounded, and which, like the air we breathe, and the infinitesimal particles of matter which incessantly float around us, are incorporated, to a greater or less extent, at every moment of our existence into our being. During that important portion of our lives ordinarily set apart for the specific communication of knowledge and intellectual and moral culture, these circumstances and associations are most powerful, impressive and efficacious in the formation and development of character—most tenacious in their hold upon our memory and our affections, and least capable of separation from the lessons with which they are accompanied. Under these circumstances, neither the parent nor the educator can be said to have acquitted himself of the high responsibility which devolves upon him, by the most systematic and clear communication of knowledge in any of its departments, or by the most faithful and lucid exposition of moral truth—unless he has assiduously, patiently and perseveringly explored the depths of the mind he has undertaken to discipline and instruct—observed its constitution and its peculiar conformation—ascertained its elements both of weakness and of strength—traced the principal dangers to which it is exposed, from within and without—removed, so

far as in him lies, the obstacles which impede its favorable development—or if that be found impracticable, furnished him with the mental and moral power, either triumphantly to surmount, or wisely to avail himself of those obstacles. The cultivator of the soil, who should content himself with committing to the ground the best and most vigorous seeds, and leaving them to germinate, expand and bring forth fruit, flowers and vegetables, without regard to any of the various circumstances which ordinarily impede or promote their growth, claims in virtue of this process the meed of applause for his enlightened system of agriculture, would be guilty of no more fatal error and ensure no more disastrous results than would the educator or the parent, who, shutting his eyes to the ever varying phenomena of surrounding circumstances and the necessity of assiduous culture and constant supervision, expects from the most perfect system of intellectual instruction or moral ethics, those just perceptions of truth and knowledge, and those harmonious and finished proportions of character which constitute wisdom and virtue.

It is neither to be denied nor overlooked that "a change has come o'er the spirit of that dream," which, within the personal recollection of most of us, limited the mission and the functions of the teacher to the abstract communication of the mere elements of knowledge; to the preservation of a due degree of compulsory order within the repulsive precincts of the school room; and to the fulfilment of the specific number of hours, days, weeks and months "nominated in the bond" by his personal attendance upon and supervision of a prescribed routine of tedious and monotonous exercises. It is not too much to say, that an entire revolution in this respect, has been effected within the last ten years, and under our own immediate observation. In proportion as the value and importance of Education has come to be recognized and understood, in its relation to all our interests, personal and political, social, economical, and religious, has the necessity been felt of availing ourselves of the highest moral and intellectual qualifications for the proper development and cultivation of the mental faculties of the rising generation. In proportion as the pages of history, and our own observation and experience have forced upon us a clearer and deeper conviction of the great truths, that knowledge and virtue conjoined, are absolutely indispensable to the happiness and prosperity as well of communities and States, as of individuals, has there been a deeper and more extended interest in the practical results of the

elementary school, and in the degree of efficiency which it is capable of realizing. No profession—no calling—can compare in utility—in the influence which it exerts—in the good which it can accomplish—in the evil which it can avert—in the prospects which it can open up—in the happiness and well-being which it can secure—with that of the teacher. No profession—no calling—should be so honorable or so desirable: as none demands, for its faithful and efficient fulfilment, so much and such varied mental culture and discipline—so much moral worth—such unblemished purity of character and of deportment—and such a combination of all the Christian virtues and graces. The reflex influence of these virtues and graces upon the affections, the heart and the life of the teacher, is his highest and noblest reward.

#### THE WINTER SCHOOLS:

SHALL THEY NOT BE BETTER THAN THE STATE HAS EVER KNOWN?

They shall be: is the noble response from a thousand generous and devoted spirits, awakening to their high and sacred responsibilities; from county and town superintendents, who are leading on measures of reform with patience that no apathy can weary, and with devotion that no obstructions can long resist; from the teachers, in their crowded institutes, assembled for mutual instruction and catching new zeal from the lips of their earnest and eloquent educators; and from the people, happy in witnessing the celebrations, which have at last brought home to their sympathies, this great interest of the fireside and the State.

But it is not enough to *resolve*; we must *do*: do what is seemingly of small consequence, and yet these duties are the source of those influences which sustain and renovate society.

*What are some of these duties?*

First—parents should listen to the plans of teachers and give them their confidence and sympathy; should require of them a faithful account of their children; should supply them with the necessary books; should frequently visit the school; should be slow to find fault with its government, remembering how difficult they find it to rule well their own small families, and should insist upon the **REGULAR ATTENDANCE** of their children.

The importance of this last duty can hardly be overrated. Ask the devoted teacher, what disorders his school, clogs all improvement, chills his hopes and disgusts him with his avo-

cation. The **IRREGULAR ATTENDANCE**, will be the universal answer. For neither system, nor general improvement is practicable, where the school is composed of different pupils every successive day. Would a carpenter, or a blacksmith, or a farmer, undertake to teach a boy to follow either business, if he could not have him regularly and constantly under his care? And has not a teacher a more difficult task? one requiring more assiduity in the pupil and more fidelity in the master?

In our private schools the absences do not exceed 7 per ct., in the district schools they run up to 40 per ct.

Let there be an end of this folly, and if we cannot send our children but one month this winter, let it be thirty successive days. For more will be learned in thirty days of regular attendance than in three months of occasional calls at the school-house.

But this is a subject for a pamphlet, instead of a paragraph, and we must notice other duties which are essential to good winter schools.

*Trustees have their duties*, and few are more important or more vexatious.

The school-house must be repaired—there is glazing to be done, benches to be cut down, stoves to be put up, and wood to be purchased. About two hours, out of the six school hours of the day, are lost, in more than a thousand districts, from the want of suitable wood, and the exercises are consequently so hurried during the residue of the time, that but little can be accomplished. The good teacher bears up for a short time against these difficulties, but human nature cannot long resist them, and all interest in his duties is gradually frozen out of him. The public money surely had better be saved and the school-house closed, rather than be made a purgatory to both teacher and pupil. The trustees should also remember, that it is their peculiar duty to counsel and sustain the teacher amidst his various trials, and not leave him, a stranger perhaps, to the desolate feeling, that he is regarded on all hands as a necessary evil, next only to the tax gatherer in annoyance.

*The Teachers have their duties*, more important and more difficult than all others, and if well done, exerting an influence that man cannot estimate, that time does not limit. And the first great duty of the teacher is to realize the sacred nature of his high vocation. That he is to unfold those powers, to form those habits, to purify and strengthen those sentiments, which in their harmonious development make that noblest work of God—a true man. And if from negli-



gence or ignorance he perverts his noble office; if he stills the small voice of conscience, or inflames the passions, or stupifies the intellect, or breaks the spirits of the being that is forming under his influence, he does a wrong to his fellow creature, of infinitely deeper malignity, than the highwayman or the incendiary can perpetrate.

But if he earnestly, seriously, ardently devote himself to this glorious work, if he habitually cherish a deep sense of his responsibility to man and to God, if he measure his profession, not by the false judgment of prejudice or ignorance, but by the standard of truth, and determine not merely to seem, but to be the teacher of the young, then no man has a nobler sphere of action, or a higher and happier duty.

#### COMMUNICATIONS.

[For the District School Journal.]

#### WHOLE MEN.

Mr. DWIGHT:—If the following remarks shall be deemed worthy of admission into your most excellent Journal, they are at your service.

That the nature of man is yet but imperfectly developed; that his intellectual faculties have scarcely received their first impulses; that the light of "Heaven's truth" illuminates not one in a hundred of the *deathless minds* of this great republic, is vividly apparent to him who takes an expansive and far-reaching view of man's nature and existence. But while we contrast the present with the past, and discover the intellectual advantages which a development of nature's resources and of man's mental power, the munificence of legislative appropriations and individual sacrifices have secured to the people of this "Empire State," we are constrained to thank God that truth is onward, and progression the order of the day and age. But while I thus draw a general conclusion in relation to the rapid progress of the people under our liberal system of Education, I have in my "mind's eye" too many (one is too many) school districts in which a most lamentable apathy exists in regard to the advancement and efficiency of their respective schools. For, while the parent, highly desirous that his child's mind should be extensively and efficiently instructed; while he acknowledges his own ignorance, and refers to the poor privileges which he enjoyed in his school days, and would shrink at the idea of bequeathing such a legacy to that child, yet when called upon to make use of the State's parental gifts, to use the powerful instruments in his hands, and give life and vigor to the school of his district, and make it a powerful and attractive centre, he too frequently either reasons not at all on the subject, or his parsimony prevails over his judgment, and his school (if such it may be termed,) fails to accomplish its wished-for object.

But while I grieve at the thought of all this, I would say in pity and charity, to such parents, you "know not what you do." You forget the object of human existence; you make education a mere farce; a senseless, lifeless creature. You

make it only the means instead of the end of life; means to acquire dollars and cents. You make mind subservient to matter. You get your happiness from the lowest sources, and it is of a fleeting character. You neglect to secure to your offspring the harmonious and continuous action of their moral and intellectual faculties, and consequently a bliss that is beyond earthly fluctuations. But, says the parent, how do I do all this? Most evidently by the comparatively small time and means which you appropriate to the minds of your children; for where you spend cents for teachers, books and apparatus, and all other indispensables to a good education, you spend, in too many cases, dollars, for the food, apparel and decoration of their bodies.

We must take higher and broader views of our existence here. We must become *whole men*. "Would an infinitely great and glorious Being create so glorious a creature as man for so mean a purpose?" If the exercise of one faculty of the mind in its natural sphere be a source of bliss to its possessor, would not the exercise of two be more? And would not the sum of pleasure be in direct proportion to the number of powers brought out by exercise or proper education? And if we practiced this logic, and acted from such inducements, in proportion to our means, should we not rapidly approximate to *whole men*? And would not such a degree of exalted pleasure as "eye hath not seen nor ear heard" be the consequence of such cultivation? We talk of the aristocracy of wealth, but is there not an aristocracy of education? Is not intellectual without moral education a helpmate of aristocracy?—of infidelity?

Parents, teachers, men of this republic, readers of this Journal: You have a great duty to do. The peace and harmony, the happiness and elevation of your race, the expansion and development of the mighty faculties of the present generation depend upon you. Man must be made whole. Those who are said to be educated are but partially so, when compared with that cultivation which stops not short of the *whole man*. Some men are all body and no mind—some are all mind and no body, but their lives are short. Some have one, some two, some several, mental or moral faculties in vigorous and profitable action. But it is rare that we find a person that reaps enjoyment from all the powers of mind or body which God has given him, and which it is quite evident he designed should be exercised for the bliss they afford their possessor, and the lofty and virtuous influences which such exercise has upon the world. If this logic, these principles, be true—if man's happiness and the objects of his life are comprehended in the emphatic words *cultivate all his faculties*, what powerful instrument have we for the ultimate accomplishment of so vast an object? Undoubtedly, our system of common schools must be ranked as one of the most extensive and efficient powers for that high purpose.

J. H. COOK, Teacher.

Annsville, Oneida co.

Oct. 15, 1844.

#### VERMONT.

[Extract from the Message of Gov. Stiles, Oct.]

ALL will read with interest, the following

learned and eloquent argument in favor of educational reform, while the citizen of New-York will notice with honest pride, that her legislature is referred to as having "produced great and beneficial results," and as worthy of imitation.

From Virginia, Kentucky, Ohio, Illinois, Louisiana and Arkansas, similar evidences have recently reached us of an awakening and increasing interest; and we venture to predict, that the time is near, when in every part of the Union, this cause will find advocates that neither indifference nor prejudice can weary or silence, and the people will demand that that education, without which the charter of equal rights and privileges is but a wretched mockery, shall be universal.

"The great desideratum in regard to common education is, *improved modes of teaching*,—modes by which the hitherto great waste of time may be avoided—the mind stimulated to activity—trained to habits of self-relying effort, and learned to "go alone," as it shall be thrown upon its own resources, amid the labors and responsibilities of practical life. Time waits not the sluggish and inefficient movements of false methods of teaching. It bears our children rapidly onward to manhood, prepared or unprepared for the great duties of life. But as we double the power of human energy by new processes in agriculture and the mechanic arts, so may we double the value of the allotted time for education. We are eager to avail ourselves of the augmented power to gain wealth through the wonderful discoveries and improvements of this age. Railroads augment the value of every thing they touch or approach, and we are, therefore, awake to their importance; but are there not more wonderful developments to be made of intellectual wealth by improved modes of education? Shall other improvements go on, while this stands still? Are the mind and heart of a people of less importance than the materials of wealth in the earth they inhabit? Shall we carefully improve the breeds of our animals while we neglect the improvement of man? If he is esteemed a public benefactor who makes two blades of grass grow where one grew before, is not he a greater, who devises means for doubling the productive power of the mind of a people?

"And now is presented the great inquiry.—By what means shall the needed reforms be effected in the management and instruction of our common schools? This is, practically, a difficult question. The first thing to be done evidently is, to ascertain the present condition of our schools in regard to the precise defects in the modes of instruction, the character of the books used and the general standard of qualification of teachers.

"Though we have doubtless many good teachers, there is, in general, a manifest deficiency in this respect. Nor should this surprise us. It would rather be surprising if, under our present system—if system it can be called—the standard of qualification did not fall far below what it should be. Teaching is, generally, but a temporary resort, either to obtain the means of an

education, or of embarking in other pursuits. It should be a *profession*, as honorable as it is responsible. There will be good teachers when we shall mature a common school system which shall create a demand for, and furnish the means of rewarding them.

"There should be, furthermore, an examination into the condition of the school-houses, in reference to their size, seating, ventilation, warmth, location, and the grounds connected with them.

"Information on all these points should be embodied and brought out, in order to awaken the public attention to the necessity of vigorous and systematic efforts for reform. And this must be done under legislative authority, by persons competent to an inspection, and to the making of its results intelligible and useful, as a basis of future action. Such investigations have been the first step in the prosecution of educational improvement in the states of Connecticut, Massachusetts and New-York, producing, within a few years, great and beneficial results in these states. Will Vermont longer hesitate to follow their example? On you rests the responsibility of deciding this question. I would not urge to hasty and headlong efforts at improvement. Gradual progress is the law of advance to sound and vigorous maturity in every thing. But there can be no advance without a beginning.

"How shall this beginning be made? is a question for immediate consideration. The exploration suggested, to be of any avail, must be uniform, universal and thorough. To make it such, compensation is obviously indispensable. We have once tried it without, and failed; and without it, we shall fail again. There must be an efficiency which the responsibility of accepting a trust with compensation, can alone secure. By what agencies the work shall be done, it will be for your wisdom to determine. It will be worthy of consideration whether they may not be such, in part, as shall be needed for the general supervision necessary to carry forward and perfect a system of educational improvement; such, for example, as a board of commissioners, as in Connecticut, or of education, as in Massachusetts, or a general superintendent of common schools with county superintendents, as in New-York. There may be advantages worthy of consideration in the direct and undivided responsibility of a single general superintendency; while the county superintendents may well be supposed, from the range given for their selection, to be fully competent to exercise the rigid supervision, and make the suggestions of improvement, indispensable to progress in the reform.

"Under the New-York system, it is the duty of the county superintendents to visit the schools in their respective counties, consult with the teachers and town superintendents, deliver lectures on education, and endeavor to awaken an increased interest on the subject of common school education. These latter requisitions form a very important part of that system; as it is obviously vain to attempt a reform unless the people can be brought to take a deep interest in it. There must be the co-operation of an enlightened public sentiment, or nothing will be done. We may legislate, and must legislate; but after all, little can be effected merely by the high pressure of

legislation. It must be adapted to awaken, and concentrate, and give effect to the energies of the community. And what cannot Vermont accomplish in this matter if she shall undertake? and what motives to undertake, and to persevere, can be compared with those which are connected with the vast results of the mental and moral training of her children."

#### NEW ORLEANS.

Superintendency of Public Instruction, of the First Municipality.

T. SAWYER, Superintendent.

In former numbers of the Journal, we have given mere extracts from the reports of the Superintendent (Mr. Shaw) of the Second Municipality, and expressed our gratification at the establishment of its admirable system of common schools. We have now the pleasure of reporting a similar movement, and promising similar results, in the First Municipality, the French quarter of the City.

From what we have heard of Mr. Sawyer, as Superintendent of the District Schools of Michigan, we can congratulate the promoters of this movement, in securing the services of an officer so able and devoted to these important duties.

We regret that we can give but few extracts from his excellent report.

"There is a tendency, in some teachers, to advance their pupils too rapidly; to aim rather at *extensive* than at *thorough* instruction. This is a fatal error, immediately detrimental to the pupil, and sooner or later, as results show themselves, to the teacher.—Education seeks to *develop* the mind; and development, like the germination of seeds, is imperceptibly slow. It can only be appreciated, at long intervals, in its effects. To develop the mind, is to give it the power to think, or rather to evolve, as by a new creation, the intellectual and moral capacities given to it by God. Ideas, and the self-motive faculty of producing and re-producing them, not words or the mere accumulation of facts, are what the mind wants. The greatest knowledge does not necessarily imply the highest education. That person," says one, "is not the best educated, who has learned the most, but he who knows best how to learn."

Teachers should rather strive to keep their pupils back, than to spirit them forward; at all events it is their duty to see that every chapter read or recited is understood. No child should be allowed to leave the primer, for instance, until the ideas, there presented in simple language, shall have become its own. So of the other reading books. A *sentence*, fully comprehended, will do the pupil infinitely more good, than a book partially understood. So of arithmetic. A child that can answer readily any question in the oral part of Emerson, giving the way and the wherefore of each result, even if he cannot cipher out, according to rule, a sum in simple division or repeat the simplest table of compound numbers, is better educated than one that can cipher through the 3d book, but only refer to the printed rule as his guide in every case. The mental acquisition

of the first child will render the practical knowledge of the second easy of attainment at any time.

In some of the schools, dictionary lessons are exacted. A column or less of words is given out to be spelled and defined. Many excellent and experienced teachers consider this practice useful. I do not so consider it. It appears to me that the time consumed is worth more to the pupil and teacher than the advantage gained. It is very doubtful, if one, after defining from memory every word in Walker's Dictionary, beginning with "Abacus—the uppermost member of a column," and ending a long and tedious journey through a world of words with "Zoophorus—the member between the architrave and the cornice," can be said to have been really benefited. Few minds, I am confident, could stand such a weight of *verbiage*. Nothing short of the indomitable energy and perseverance of Bunyan's Pilgrim could bear them triumphantly over the innumerable *sloughs of despond* that encounter them at every stage of their progress. If such words as Absonous, Accroach, Balneation, Bellipotent, Castrametation, Countersearp, Dealbation, Elumbated, Facinoronsness, Gymnospermous, Hederaceous, Immarceissible, Scamoniote, Tralineate, Xerocollyrium, Zetetic, &c., &c., were to constitute the *mile-stones* on their way, they would sink down in despair before passing a hundredth part of them. The true way to learn the precise import of words is in reading and other exercises. The context generally determines their sense. In the dictionary, their meaning is not always apparent from their definitions. Very often the definition itself wants defining. Yet is the dictionary useful. It is absolutely necessary in school as a book of frequent reference. The learner, in pronouncing and defining the words of his lesson, may receive material aid from it. And if all teachers will impress upon their pupils the necessity of *studying* every reading lesson as carefully as they study their arithmetic, history and other lessons, passing no word, sentence, paragraph or chapter, without understanding and being able to explain it, column lessons in a Dictionary will cease to be considered essential to acquisition in language.

In some schools, I have observed want of animation in the pupils during recitations. Dullness is certainly not a characteristic of childhood. One out of a number may perhaps be stupid by nature; but a whole class cannot be: the fault is oftener with the teacher than with the pupil. Children can easily be made to take deep interest in the subject matter of their lessons, and the teacher's first study should be how to excite and sustain it. A distinguished educator, speaking of schools abroad, says he has seen "classes kept for two hours in succession in a state of mental activity, with nothing more than an alternation of subjects during the time, or perhaps the relaxation of singing: and at the end of the recitation, both teacher and pupil would glow with heat, and be covered with perspiration, as though they had been contending in the race or the ring." "The moment an eye wanders," he continues, "or a countenance becomes listless, it is roused by a special appeal; and the contagion of the excitement is so great as to operate upon every mind and frame that is not an absolute non-



conductor to life." It is a fact, too, that in Scotland, Prussia and some other countries, this power over the attention of a class is the first test of a teacher's qualifications.

#### FREDERICK WILLIAM, III., KING OF PRUSSIA.

WE take the following from a late work of Bishop Eylert, entitled "Characteristic Traits and Historical Fragments from the Life of the King of Prussia, Frederick William III." It will be recollected that it was under the auspices of this truly great and enlightened monarch, that the existing Prussian school system was matured and brought to its present state of excellence and superiority. Those who can find nothing in that system but despotism, sectarianism and aristocracy, will do well to ponder upon the comprehensive and noble views upon which it was moulded, as given in the language of its royal and distinguished patron.

"Deceived and fearfully mistaken are those who deem that the study of the arts and sciences, alone, can make man happy. Cultivate, smooth and polish, render agreeable, it may, indeed; but that which would render the heart pure and sincere, firm and faithful, must have another origin.

"Intellectual cultivation, without moral improvement, poisons the human community, the more the former waxes and the latter decreases. Where there is no faith, there is also no truth and no honesty.

"With respect to the louder and ever louder demands of the spirit of the age for the education of the people, by means of improvement in the schools, I find myself in a somewhat painful position, which has often caused me much anxiety. Undoubtedly, national education is the basis upon which national prosperity must rest. A neglected, half-savage, ignorant people, cannot be good, and therefore cannot be happy. I have, therefore, yielded to the general cry in this respect, and gladly granted and allotted as much as possible, and as the administration of the state finances permitted. With pleasure, too, I hear the many praises of the advances of our Prussian lands in this respect. But very recently a curious statistical parallel amused me much, from which I learned that in my country, as compared with others, the greatest number of children received instruction, whilst on the other hand, there were still territories in Europe, in which no schools whatever could be found.

"My opinion is this. Every human being, without exception, in every rank, has, as man, a twofold destination, one for heaven and eternity, the other for this earth and his earthly calling. Considered as an immortal being, there may be no boundaries to his moral cultivation: the course opened before him is endless, and ceaselessly should he strive to become better and better, that is, ever more pleasing to God, and more similar in unity of spirit to his blessed Lord and Saviour. Never could he be so good that he could not become better. And the more moral and truly noble he is, and ever waxes, the

more quiet and contented, the more serviceable and useful will he be. The perfectibility of the human nature, its constant power of improvement is also its most noble faculty, and gives the clearest proof that it has come from God himself, and when attracted to Him, will and should return again to the centre of all goodness. Every thing that can be called an advance in this respect, I have ever welcomed and aided with lively sympathy, and ever will aid and forward with the most ready assistance as long as I live and rule. In this respect too much or enough can never be done in or by means of either schools or churches. Here to awaken, to excite and to advance, as often and wherever this can be done, is indeed praiseworthy. All schoolmen and clergymen who have performed ought in this sphere, I therefore cherish and mark by my special favor.

"The spread of cultivation and intelligence, in all directions through national schools, is not to be blamed; but this must not be the highest, the utmost goal: after all, the great, may the only point to secure, is true excellence in a man's calling, his character and his being.

"If I do not see the fruits of the people's education, I cannot feel any great confidence in it. But the fault does not lie in the schools only; it lies also elsewhere. It is not true, at least not exclusively so, that, as some say, the real cause is the barbarism and ignorance of the people. Instruct and educate that people, awake in them a sense of honor, let men be made happy, and they will then of themselves, become better."

[From Wyse's work on Educational Reform.]

#### CULTURE OF THE IMAGINATION.

THE education of the Imagination is intended to assist in the formation of the other faculties—to make us happy men. At the same time its utility depends immediately on its regulation. With an imagination which, instead of our being its master, has become ours, we are constantly exposed to folly or unhappiness. Like fire, it is an admirable servant, but a tyrannical master. It should not possess us, but we should possess it. Within these limits a greater intellectual gift can hardly be bestowed on the weary pilgrim of this earth. Heaven knows, the *Ideal*, with all its gracious fantasies of joy and sorrow, flies from us but too soon; "too soon we lose, one after the other, the morning companions of our journey; good fortune passes, light-footed, away. Thirst of knowledge, indeed, remains unsatisfied; but the sunny gleam of Truth is lost in the darkness of doubt. Love, with all her gentle gifts, follows in the train of the brief spring; and high ambition, and all the large hopes and fond aspirations which we once formed for our country and our kind, die gradually in the dreary heart." We touch at last the cold reality; we see

"The holy crown of fame  
Profaned by vulgar brows,"

And sink down the vale of life after our "weary chase and wasted hour," with little more than a pale glimmering of hope to light us the remainder of our way.

"All that can still nourish the heart in the midst of this barrenness; which can keep up the fresh fountains of youth in our withering existence; which can bring even a portion of

its life into our life; and not permit the world, worldly as it is, to be wholly desecrated to our sense—whatever can do this is a great and good gift to any human being, and at no time, and in few countries, greater or better than in our own.

It is not persiflage, with all its levity, nor philosophy, with all its errors, which has so materialized us; but the love and worship of gold, a common-place, mercantile ambition, vulgar means and paltry ends. The elevated, the true, the pure, the constant, have ceased from our public morality—they are words of reproach, deeds of folly, the knight-errantry of a by-gone age, the romance of a patriotism which can exist no more. We have got indeed, in return, political tact, and financial common sense; the mediocrity and dexterity and utter selfishness, and all the little vices of little men; patriotism that traffics; "pride that licks the dust;" firmness indomitable on paper; governments just, through force or fear; and nations that rant of liberty to the music of their chains. Let us then cling to whatever God has planted in us of spiritual—to whatever may still linger with us of the frankness and freshness of our first nature—of the devotedness and the true-heartedness of youth. These are the regenerators which we want. imaginations or realities—wisdom or folly—they at least raise us and keep us above the sordid and the vile; they give us another conscience besides expediency, and a nobler glory than successful chicane. We have had enough of the material and the gross—enough of earth; it is time that a higher and purer spirit, somewhat more allied to soul, somewhat less to sense, should be allowed to breathe upon us, as in the olden time; and if it cannot purge us from this dross, to preserve at least from such contagion, that young and yet untainted generation which is destined so soon to take our place.

"The Imagination should be diligently and lovingly conducted, not for its own sake only, but for the sake of all the other powers which walk with it. It has an immediate, and when so taught, a most kindly influence upon that portion of Intellectual Education known as the *Æsthetic*—the education of sentiment—of the feelings. This portion is generally left in our public schools, even in its connection with religion, a chill and dreary blank. Yet how beautiful, how glorious might it be made! how kindling with life! how truly, how intensely, life itself! We have hearts, as well as heads; we should call into action far more energetically than we do this better portion of our nature. Education is only knowledge, without the love of moral beauty; without the sense of higher perfection to which we are constantly to tend, it is sluggish self-conceit. If it does not lead us far beyond this, it fails in its most essential quality. It may give us palisades, to prevent us from falling over precipices; but what we want is force to impel us on the road. It may give us decorous mediocrity—means to conceal under proprieties, defects; but sobriety is not thought—neither is absence of vice, virtue; nor exemption from mistake, truth. If we are to look to propriety, let it be to the lofty propriety of ancient excellence. Let it be dashed with something like *heart*, with something we may feel to be *soul*. Without this there will be no fermentation, either in the man or in society—no true pro-

gression—no certain success. Nations, like individuals, will sit down and fall asleep.

"Such is the utility of æsthetics—of their beauty need I speak? What is more wonderful, amongst all the marvels of this glorious world, than a human soul in the fulness of its development? What more beautiful than all its depths spread out, star-illuminated, like those of the midnight heavens above us, with pure affections and bright thoughts? How doubly beautiful and how doubly admirable is all this, in the perfect purity of youth, before the mist of this lower world hath yet come upon it! What a task, full of sacred and inspiring consolations, for a true teacher? What an education that, which proposes to give to this wonderful being the entire enjoyment and mastery of these wonders—the perfect possession of itself!"

#### LANGUAGE OF ANIMALS.

A young lady who resides in the country, has her chamber in the third story of a lofty house at no great distance from an extensive wood or park. The windows are furnished with Venetian shutters, leaving a space of about six inches between them and the glass sashes. Early in the last winter the lady observed that a beautiful squirrel had sought this refuge from the season, and snugly located himself there. She gave the little creature a kind and hospitable welcome, feeding him plentifully with nuts, and other dainties, and leaving him at liberty to go to his wood, and return at his pleasure, which he did daily. After a short time he brought a companion to share the comfort and luxury of his habitation, and went on increasing their number till the colony amounted to nine or ten more, who were furnished by their kind hostess with boxes for their shelter, and soft wool for their bedding, which they arranged to their taste, and used without fear, making occasional visits to the park for variety and exercise. They showed no reluctance or distrust when the window was raised for the curiosity of visitors, or to give them their food; and they seemed as conscious of safety as they were of the comfort and luxury of their living. What sort of intelligence existed between these little animals and their friends in the woods, that they could communicate to them the good quarters they had discovered, and induce them to follow to this comfortable abode? The first adventurer, who may be called the Columbus of the settlement, must have been able to inform his followers of the warm home and delicate fare prepared for them: and perhaps he allured them by describing the gay and gentle spirit, and captivating charms of the fair patroness.—*National Gazette.*

A young man, just entering upon the duties of life, can commit no greater mistake than to consider himself above his business—that such branches only as are particularly pleasant are worthy of his consideration; and that, in many respects, instead of serving himself and his employers, he must be served. Let such an one, if he would win 'golden opinions,' and find gold, strive to be useful, by attending steadily to his business—study order, neatness, economy, sobriety and temperance, discard idleness, false pride, hypocrisy, dandyism and tobacco, and be "every such a man."

## MISCELLANY.

## LEOPARD HUNTING.



[Tree Leopard at Bay.]

THE leopard of Southern Africa is known among the Cape colonists by the name of *tiger*; but is, in fact, the real leopard, the *felis jubata* of naturalists. It differs from the panther of Northern Africa in the form of its spots, in the more slender structure of its body, and in the legs not being so long in proportion to its size. In watching for his prey the leopard crouches on the ground, with his fore-paws stretched out and his head between them, his eyes rather directed upwards. His appearance in his wild state is exceedingly beautiful, his motions in the highest degree easy and graceful, and his agility in bounding among the rocks and woods quite amazing. Of this activity no person can have any idea by seeing these animals in the cages in which they are usually exhibited in Europe, humbled and tamed as they are by confinement and the damp cold of our climate.

The leopard is chiefly found in the mountainous districts of South Africa, where he preys on such of the antelopes as he can surprise, or young baboons, and on the rock badgers or rabbits. He is very much dreaded by the Cape

farmers also, for his ravages among the flocks, and among the young foals and calves in the breeding season.

The leopard is often seen at night in the villages of the negroes on the west coast; and being considered a sacred animal, is never hunted, though children and women are not unfrequently destroyed by him. In the Cape Colony, where no such respect is paid him, he is shyer and much more in awe of man. But though in South Africa he seldom or never ventures to attack mankind, except when driven to extremity (unless it be some poor Hottentot child now and then that he finds unguarded), yet in remote places, his low, half-smothered growl is frequently heard at night, as he prowls around the cottage or the kraal, as the writer of this notice has a hundred times heard it. His purpose on such occasions is to break into the sheepfold, and in this purpose he not unfrequently succeeds, in spite of the troops of fierce watchdogs which every farmer keeps to protect his flocks.

The leopard, like the hyæna, is often caught



in traps constructed of large stones and timber, but upon the same principle as a common mouse-trap. When thus caught, he is usually baited with dogs, in order to train them to contend with him, and seldom dies without killing one or two of his canine antagonists. When hunted in the fields he instinctively betakes himself to a tree, if one should be within reach. In this situation it is exceedingly perilous to approach within reach of his spring; but at the same time, from his exposed position, he becomes an easy prey to the shot of the huntsman.

The South African leopard, though far inferior to the lion or Bengal tiger in strength and intrepidity, and though he usually shuns a conflict with man, is nevertheless an exceedingly active and furious animal, and when driven to desperation becomes a truly formidable antagonist. The Cape colonists relate many instances of frightful and sometimes fatal encounters between the hunted leopard and his pursuers. The following is a specimen of these adventures. It occurred in 1822, when the present writer was in the interior of the colony, and is here given as it was related to him by an individual who knew the parties engaged in it.

Two African farmers, returning from hunting the hartebeest (*antelope bubalis*) roused a leopard in a mountain ravine, and immediately gave chase to him. The leopard at first endeavored to escape by clambering up a precipice; but being hotly pressed, and wounded by a musket-ball, he turned upon his pursuers with that frantic ferocity peculiar to this animal on such emergencies, and springing on the man who had fired at him, tore him from his horse to the ground, biting him at the same time on the shoulder, and tearing one of his cheeks severely with his claws. The other hunter seeing the danger of his comrade, sprang from his horse and attempted to shoot the leopard through the head; but, whether owing to trepidation, or the fear of wounding his friend, or the quick motions of the animal, he unfortunately missed. The leopard, abandoning his prostrate enemy, darted with redoubled fury upon his second antagonist, and so fierce and sudden was his onset, that before the boor could stab him with his hunting-knife the savage beast struck him on the head with his claws, and actually tore the scalp over his eyes. In this frightful condition the hunter grappled with the leopard; and, struggling for life, they rolled together down a steep declivity. All this passed far more rapidly than it can be described in words. Before the man who had been first attacked could start to his feet and seize his gun, they were rolling one over the other down the bank. In a minute or two he had reloaded his gun, and rushed forward to save the life of his friend. But it was too late. The leopard had seized the unfortunate man by the throat, and mangled him so dreadfully, that death was inevitable; and his comrade (himself severely wounded) had only the melancholy satisfaction of completing the destruction of the savage beast, already exhausted with the loss of blood from several deep wounds by the desperate knife of the expiring huntsman.

When you have spoken the word, it reigns over you: but while it is not yet spoken, you reign over it.

#### AFFECTION OF INSECTS FOR THEIR YOUNG.

The dragon-fly is an inhabitant of the air, and could not exist in water; yet in this last element, which is alone adapted for her young, she ever carefully drops her egg. The larvæ of the gad-fly are destined to live in the stomach of the horse. How shall the parent, a two winged fly, convey them thither? By a mode truly extraordinary. Flying round the animal, she commonly poises her body for an instant, while she glues a single egg to one of the hairs of his skin, and repeats this process until she has fixed in a similar way many hundred eggs. These, after a few days, on the application of the slightest moisture attended by warmth, hatch into little grubs. Whenever, therefore, the horse chances to lick any part of his body to which they are attached, the moisture of the tongue dislodges one or more grubs, which, adhering to it by means of the saliva, are conveyed into the mouth, and thence find their way into the stomach. But here a question occurs to you. It is but a small portion of a horse's body that he can reach with his tongue—what, you ask, becomes of the eggs deposited on other parts? I will tell you how the gad-fly avoids this dilemma; and I will then ask you if she does not discover a provident forethought, a depth of instinct, which almost casts into the shade the boasted reason of man? She places her eggs only on those parts of the skin which the horse is able to reach with his tongue; nay, she confines them almost exclusively to the knee or shoulder, which he is sure to lick. What could the most refined reason, the most precise adaptation of means to an end, do more?—Kirby and Spence's Entomology.

#### EXCESS IN THE PURSUIT OF KNOWLEDGE.

The principal end why we are to get knowledge here is to make use of it for the benefit of ourselves and others in this world; but if by gaining it we destroy our health, we labour for a thing that will be useless in our hands, and if by harassing our bodies (though with a design to render ourselves more useful), we deprive ourselves of the abilities and opportunities of doing that good we might have done with a meaner talent, which God thought sufficient for us, by having denied us the strength to improve it to that pitch, which men of stronger constitutions can attain to, we rob God of so much service, and our neighbour of all that help, which, in a state of health, with moderate knowledge, we might have been able to perform. He that sinks his vessel by overloading it, though it be with gold and silver and precious stones, will but give his owner but an ill account of his voyage.—Locke.

#### INFLUENCE OF DOMESTIC HABITS.

The man who lives in the midst of domestic relations will have many opportunities of conferring pleasure, minute in detail, yet no trivial in the amount, without interfering with the purposes of general benevolence. Nay, by kindling his sensibility, and harmonising his soul, they may be expected, if he is endowed with a liberal and manly spirit, to render him more prompt in the service of strangers and the public.—Godwin's Preface to St. Leon.

# VALUABLE SCHOOL BOOKS,

PUBLISHED BY

BELKNAP &amp; HAMERSLEY, HARTFORD, CONN.

FOR SALE BY

ERASTUS H PEASE,

No. 82 STATE-STREET, ALBANY,

*And by Booksellers generally throughout the United States.*

**WOODBIDGE & WILLARD'S UNIVERSAL GEOGRAPHY AND ATLAS**, new edition, revised and enlarged.

The universal favor which this work has received, and the high estimation in which it has always been held by intelligent Teachers, renders it unnecessary for the publishers to do more than call the attention of the friends of education to the new edition which they have recently issued; the Geography contains 100 additional pages, and the Atlas is much enlarged, and from an entire new set of steel plates.

**MODERN SCHOOL GEOGRAPHY AND ATLAS**, on the plan of comparison and classification, with an Atlas, exhibiting on a new plan the *Physical and Political* characteristics of countries, and the comparative size of countries, towns, rivers and mountains, by Wm. C. Woodbridge, member of the Geographical Societies of Paris, Frankfort and Berlin.

School Committees, Teachers, and all others interested in the cause of Education, are respectfully requested to examine this new Geography and Atlas for Schools; it is confidently believed that its merits are of no ordinary character. Its clearness of arrangement, its accuracy, its useful illustrations, and its concise and lucid exposition of Geographical truth, together with the new feature of the Atlas, presenting both *Physical and Political* Maps of countries, give it strong claims to favor and support.

This work, although but recently published, has already been introduced into a number of schools, and received the warm approbation of Teachers and others.

Among other testimonials in their possession, the publishers have strong recommendations from Rev. Thos. H. Gallaudet, Rt. Rev. T. C. Brownell, Prof. Goodrich of Yale College, Rev. Horace Bushnell, Rev. Lewis Weld and from a number of Practical Teachers. A communication recently received from Professor Potter of Union College, says, "A slight examination of Woodbridge's *Modern School Geography and Atlas* has satisfied me of their great merit. With such aids, and with proper exercises on the black-board, a good Teacher can hardly fail of communicating this important branch of knowledge with pleasure to himself and with striking advantage to his pupils."

**ANCIENT GEOGRAPHY**, as connected with Chronology, and preparatory to the study of Ancient History, accompanied with an Atlas, by EMMA WILLARD, late Principal of the Troy Female Seminary: new edition.

**THE BOOK OF NATURE**, by JOHN MASON GOOD.—This work is so universally known that any remarks upon its merits would be superfluous. It is used as a Reading Book in High Schools.

**THE PRACTICAL SPELLING BOOK, WITH READING LESSONS**, by T. H. GALLAUDET and HORACE HOOKER.

This work is considered a decided improvement in the department of elementary instruction to which it belongs. The publishers are furnished with the most satisfactory evidence of the favorable opinion entertained of it. Wherever it has been introduced, it has fully satisfied the expectations of Teachers. The attention of the friends of Common Schools is earnestly invited to the work: and its new plan of classification, and its other prominent features, are cheerfully submitted to their candid examination.

**THE MOTHER'S PRIMER**—To teach her child its letters, and how to read; designed also for the lowest class in Primary Schools. On a new plan.

The arrangement of this little book has been found to aid greatly in the instruction of little children.

**THE CLASS BOOK OF NATURE**—Comprising Lessons on the Universe, the three Kingdoms of Nature, and the Form and Structure of the Human Body: with Questions and Numerous Engravings. Edited by J. FARR. Stereotype edition.

An excellent little work in many respects, and worthy of public notice and regard. We cannot help admiring in particular, the simplicity, and yet manliness of the style. We are tired of the very frequent substitution of childishness for simplicity in our books for the young.—*Annals of Education.*

**FLINT'S SURVEYING**—Revised edition—Enlarged with additional tables.

FLINT'S *SURVEYING* has now been before the public upwards of 30 years. During this period it has passed through numerous editions, and been enriched from time to time, by important contributions from the present Surveyor General, Geo. Gillett, Esq. The distinguishing feature of the work, as now published, is its excellent adaptation to the every day wants of the practical surveyor, while it supplies to Academies and private students, an eminently useful, clear, and well digested system of Elementary Instruction, both in the theory and practice of surveying. *I know of no work in this respect which equals it.*—E. H. BURRITT, Esq., Civil Engineer.

**ROBBINS' OUTLINES OF HISTORY**—Outlines of Ancient and Modern History, on a new plan. By Rev. ROYAL ROBBINS.

I have reviewed "Outlines of Ancient and Modern History," by the Rev. Royal Robbins, and am very much pleased both with the plan and the execution. The method appears to me to be excellent; the incidents are well selected, and the biographical sketches connected with the political history, add much to the utility and the interest of the work. No compend which I have examined equals it. *Rev. Wilbur Fisk, D. D., President of the Wesleyan University, Middletown, Ct.*

**GOODRICH'S GREEK GRAMMAR**—Elements of Greek Grammar, by CHARLES A. GOODRICH. Stereotype edition.

Candidates for admission into this College are examined in Goodrich's Greek Grammar; and it is used as a text-book for the instruction of the class.—*Pres. Day of Yale College.*

**FIRST LESSONS ABOUT NATURAL PHILOSOPHY FOR CHILDREN**—Part first. By Miss MARY A. SWART, Principal of the Litchfield Female Seminary.

The "First Lessons about Natural Philosophy," is well calculated to interest the minds of youth. It brings down the popular parts of Natural Philosophy to the level of the capacities of children, with a degree of simplicity and accuracy which I have seldom seen excelled. I wish Miss Swift all success in the useful literary labors in which she is engaged, and in her endeavors to arrest the attention of the young, and simplify useful knowledge.—*Thomas Dick, LL. D., author of the Christian Philosopher, &c. &c.*

**FIRST LESSONS ABOUT NATURAL PHILOSOPHY**—Part Second. By Miss MARY A. SWART, Principal of the Litchfield Female Seminary.

The Lessons are admirably adapted to the capacities of children. Part First is now used in the Schools in this town, and we hope Part Second may be introduced without delay.—*Fall River Monitor.*

## PERKINS' MATHEMATICAL SERIES.

AN ELEMENTARY ARITHMETIC.

Designed for Academies and Schools; also serving as an Introduction to the Higher Arithmetic.

BY GEORGE R. PERKINS, A. M.

From the numerous commendations which this book has received, we select the following extract:

"Numerous as are the School Arithmetics of the day, and simple as the branch is, this work nevertheless possesses merits which are peculiarly its own. Among these merits we would enumerate his logical method of treating Decimal Fractions, before introducing the subject of Federal Money; and also, the adoption of Mr. Horner's excellent rule for the extraction of the Cube Root. In addition, however, to these obvious improvements, there is another excellence which is unique.—

The work bears the indubitable mark of having been scientifically arranged by a practical and yet deeply mathematical mind. From his familiarity with the abstruse branches of the science of quantity, and from his adeptness in the art of instruction, Mr. Perkins was admirably fitted for the present task. He has silently lopped off extraneous and useless matter, corrected the expression of rules, and adapted his examples to the rule in such a form, that the pupil comprehends with clearness, and retains with great facility all the mysteries of this complicated science."

### HIGHER ARITHMETIC.

Designed for Common and High Schools, Academies and Colleges, in which some entirely new principles are developed, and many concise and easy rules given which have never before appeared in any arithmetic. By GEORGE R. PERKINS, A. M.

This work has been before the public for three years, and received the unqualified approbation of nearly every mathematical teacher or professor, editor or superintendent, in whose hands it has been placed. A new and improved edition will be issued about the 1st

of October, which will be especially adapted to the wants of the higher classes in common schools, and in style of execution second to no school-book ever published.

### COMMON SCHOOL ALGEBRA.

We have in course of preparation, and shall publish early next spring, an elementary work on Algebra, by

the same author, designed expressly for the use of common schools, or for beginners.

### A TREATISE ON ALGEBRA.

Embracing besides the elementary principles, all the higher parts usually taught in Colleges; containing, moreover, the new method of Cubic and Higher Equations, as well as the development and application of the more recently discovered Theorem of Sturm. By GEO. R. PERKINS, A. M.

This book is well known and highly approved, being used in Union and Geneva Colleges, as well as in most other leading schools. The Publishers are always happy

to have an opportunity of presenting copies of the above to teachers or superintendents who may wish to examine them with reference to their introduction.

Utica, August, 1844.

BENNET, BACKUS & HAWLEY, Publishers.

*W. C. Root's*

## PHILOSOPHICAL THEORY AND PRACTICE OF PENMANSHIP.

A System of Twelve Books, in Three Parts.

PUBLISHED BY

APOLLOS W. HARRISON,

8½ South-Seventh-St., Philadelphia.

The object of this system is to furnish to Common or District school teachers, the means of accomplishing all with their pupils in the art that the best writing masters can.

This it is believed will be fully realized on trial, and at a less cost for books, than for the use of blank writing books. It has been ascertained by careful analysis, that Root's Writing Books, average four times as much writing for the pupil, as the same number of blank books; and as the cost for each number is but a trifle more than for blank books, they must be much the cheapest, at least by more than one-half. Besides there is a great saving of time to the teacher, the copies being all set in a fac-simile of the beautiful hand of the author.

### PLAN AND USE OF THE SYSTEM.

The arrangement is such, as to enable teachers who use them, to superintend, and rapidly advance very large classes with comparatively little labor. Every exercise to be practised, and letter to be imitated, is fully and clearly explained in bold type upon the same page with the lesson. This, and the ready set copies, with cuts illustrating and exhibiting both the correct and false positions of the hand and pen, enables any one of common capacity, who will read, think, and exercise his own judgment, not only to teach himself, but become with the aid of these books, a thorough, and successful teacher of practical writing. The whole plan is pleasing, interesting, and effectual; entirely new and original with the author.

### THE PRIMARY PART

Is for beginners, and is peculiarly adapted to their youthful capacities. The lessons are so arranged that short, long, and capital letters are classed and practised first, according to similarity of formation; then, alphabetically in single letters and words, so as to fix the form of each letter in the pupil's mind. Each lesson is alternated with exercises, to give facility of action to the muscles, and establish the correct manner of holding the hand and pen.

### THE INTERMEDIATE PART;

Though a proper successor to the primary, may be used as a commencement by pupils somewhat advanced, or for self-instruction. It will produce a practical business style. It comprises as exercises, single small letters, entire words, capital letters, alphabetical sentences, and a series of bold exercises for acquiring great freedom and command of hand.

### THE FINAL PART

Contains off-hand or whole arm exercises, capital letters, select sentences of one and two lines each, and business transactions: such as Notes, Orders, Drafts, Receipts, &c., and the ornamental branches of the art, comprising Round Hand, German Text, Old English, &c. Each part although gradually progressive, and designed to be used in regular succession, is so planned as to make a complete series of itself, and may be used independently of the others. The whole forming the most complete, philosophical, practical, and economical system ever before published.



**PIERPONT'S SERIES OF READING BOOKS,**

PUBLISHED BY

**GEO. F. COOLIDGE & BROTHER**

323 PEARL STREET, NEW-YORK.

The best series of READING BOOKS published in the United States, pronounced to be so by those who have used them in their Schools for a series of years, they are sold by the Booksellers generally.

1. THE LITTLE LEARNER, or Rudiments of Reading. 18mo.

2. THE YOUNG READER, to go with the Spelling Book. 18mo.

3. INTRODUCTION TO THE NATIONAL READER, a Selection of Easy Reading Lessons. 12mo.

4. THE NATIONAL READER; being a Selection of Exercises in Reading and Speaking. 12mo.

5. THE AMERICAN FIRST CLASS BOOK. 12mo.

These five works compiled by the Rev. John Pierpont, compose a series which is undoubtedly more suitable for the purposes for which they were designed, than any previous publications. The last three of these books are used exclusively in the Boston Public Schools, and have been republished in England, in which country, the American First Class Book is considered superior to their own classical reading books, and has, therefore, been extensively adopted in their Schools and Academies.

From the Missouri Register, Boonville, Mo.

**PIERPONT'S READING BOOKS FOR SCHOOLS.**

There is so great a variety of books in our schools, that it is difficult for a teacher to form a class in any one; and it is highly worthy the public consideration whether some improvement cannot and ought not to be immediately made therein.

Reading books are first put into children's hands and of course among the most important, because from them the infantile mind may contract habits, imbibe prejudices and receive impressions, which after years cannot eradicate. These should excite the curiosity, cultivate a taste for reading, excite and strengthen the best feelings of the juvenile heart, in favor of our civil, social

and religious institutions: in fine, they should be American in matter and spirit. They should be uniform in character, and this desideratum cannot be expected from works used promiscuously from different authors.

There has been a series of books, five in number, prepared by Pierpont, which are admirably American First Class Books. These books were compiled exclusively for the public schools of Boston, (decidedly superior to any similar schools in the United States,) and have been increasing in popularity ever since, till about thirty editions of the older numbers of the series have been sold in this country, and they have secured equal popularity and circulation in England. The high literary character of their author, is a sufficient guarantee that neither thought nor word calculated to offend, or vitiate taste, will be found in any of his pages—but on the contrary much, very much that is calculated to attract observation and engage the thoughts of children, as descriptions of animals, scenes of external nature, &c., out of school as well as in school. Children furnished with these books will eagerly anticipate the reading exercise and often request the privilege of reading a second, after having finished their accustomed lesson. I really hope these books will be introduced among us, that they may exert the same happy influence in the West as they have in the East, to improve the taste, cultivate the affections, strengthen the understanding, inform the mind and better prepare our youth for the duties of mankind.

N. B. If any Teacher or School Committee wishing a set of these Readers for the purpose of examining them, will send word to the Publishers by letter, the books will be promptly forwarded to the address designated, gratis.

The cheapest Spelling Book published in the United States.

COOLIDGE'S EDITION

OF

**WEBSTER'S ELEMENTARY SPELLING BOOK.**

This Spelling Book is almost universally used throughout the United States, the sale of it being about

ONE MILLION COPIES PER ANNUM.

NEW AND CHEAP SCHOOL DICTIONARY,

**A SEQUEL TO THE ELEMENTARY SPELLING BOOK,**

OR AN

**ELEMENTARY DICTIONARY,**

CONTAINING A SELECTION OF ABOUT 12,000 OF THE MOST USEFUL WORDS IN THE ENGLISH LANGUAGE.

COMPILED BY WM. G. WEBSTER, SON OF THE LATE NOAH WEBSTER, L. L. D.

This book is intended to follow Webster's Elementary Spelling Book. To those who might suppose that it is only an abridgement to be used preparatory to a large School Dictionary—we would say that it is a complete School Dictionary, and that no other is necessary to follow it—for it comprises as many words and their definitions as it is necessary for a scholar to commit to memory in order to obtain a correct knowledge of the most useful words in the English Language.

More than three fourths of the words in our Dictionaries ought to be omitted in a vocabulary of definitions for Schools. The common method of requiring scholars to commit to memory all the words as they are alpha-

betically arranged, is a tedious misapplication of time, for there are more than thirty-six thousand words in a dictionary, and if a scholar learn by rote thirty words in a day, and take a task of definitions every other day, it will require more than eight years to go once through a dictionary.

The Elementary Dictionary is printed on good paper, in large type, and well bound. The price is but a trifle higher than the Spelling Book.

N. B. Any Teacher or School Committee who wishes to examine this Dictionary will please send word to the publishers by letter, and copies will be forwarded to the address designated, gratis.

There will be published on the first of January, 1843,

A

**PICTORIAL EDITION**

OF

**THE ELEMENTARY SPELLING BOOK,**

BY NOAH WEBSTER, L. L. D.,

CONTAINING ABOUT

ONE HUNDRED AND SIXTY BEAUTIFUL ENGRAVINGS,

DESIGNED AND ENGRAVED EXPRESSLY FOR THIS BOOK.

This Edition will be printed on good paper, and well bound. The Price will be but a trifle higher than the Edition without Engravings, and can be used in the same Class, the arrangement of the matter being page for page precisely the same.

GEO. F. COOLIDGE & BROTHER, 323 Pearl-street, New-York.

## THE SPRINGFIELD SERIES OF READING BOOKS.

**THE VILLAGE READER, INTELLIGENT READER, CHILD'S GUIDE, AND EASY PRIMER. PUBLISHED AND SOLD WHOLESALE & RETAIL, BY**  
**GEORGE AND CHARLES MERRIAM,**  
 SPRINGFIELD, MASS., AND MAY BE HAD OF  
**W. & H. MERRIAM, CANNON-PLACE, TROY, N. Y.**

The Booksellers in New-York city, E. H. Pease, Albany; Phinney, Cooperstown; Tiffany, Utica; Trison, Aurora; A'ling, Hoyt, Sage, and Morse, Rochester; Seaver, Batavia; Butler & Peck, Baldwin and Lindsay, Buffalo; Knowlton & Rice, and Miles, Watertown, N. Y.;—Whiting and Derby, Columbus; B. Little, Havana; E. Reddington, Elyria; Younglove, Cleveland; D. Wadsworth, Toledo; and in Cincinnati, Ohio;—C. Morse and Herrick, Detroit, Mich.;—in Chicago, Ill.—D. Keith, St. Louis, Mo.;—in Louisville, Ky.;—Philadelphia and Harrisburg, Pa.;—by J. Randall, Mobile, Alab.;—McCartier and Allen, Charleston, S. C., and booksellers generally. Copies furnished gratuitously for the examination of superintendents and teachers.

### RECOMMENDATIONS.

"In my opinion they are decidedly the best series with which I am acquainted.—*Supt. of Common Schools, for Dutchess county, N. Y.*

Merit and cheapness have been sought for, and I have the gratification of stating that the following books, (Child's Guide,) Merriam's publishers, (Village Reader, with others,) are not only among the best in use, but generally cheaper than any books of equal contents, I have been able to obtain.—*Francis Dwight, esq., the able editor of the Dist. School Jour. of the state of New-York.*

THE VILLAGE READER.—One of the few compilations that pleases all the way, and that like silver, grows brighter by use. I have recently introduced the Child's Guide, which just fits my youngest class.—*Xenophon Haywood, esq., Principal Seminary, Troy, N. Y.*

Rev. J. R. Boyd, before the Black River Literary and Religious Institute, Watertown, N. Y., after remarking upon the various reading books in use, says—"Or as a substitute for all these, in the last place, may be safely recommended the Springfield Series, published by G. & C. Merriam, and which, all things considered, is, in my judgment, the best series that can be found, either for Common Schools or Academies."

Having looked through the Village Reader, for the use

of schools, with considerable care, I am happy to express my belief that it is one of the best compilations which has lately been offered to the guardians of popular education.—*Dr. Humphrey, Pres. of Amherst Col.*

The best reading book I have ever seen.—*A. Sage, Principal High School, Middletown, Ct.*

On motion of Mr. Williams, unanimously Resolved, That the Village Reader be added to the list of school books heretofore adopted by the board.—*City of Rochester Board of Education, special meeting, Oct. 7, '41.*

Our Teachers' Association were unanimous in awarding the Child's Guide the preference over any single reading book in use for children. I have seen none that I think is equally valuable. My opinion of its value has increased with its use.—*S. R. Hall author of 'Lectures on School-keeping,' 'Lectures for Female Teachers,' and 'Principles of the New Teachers,' Andover.*

This is one of those little works (Child's Guide) of which we might speak highly with a clear conscience.—*U. S. Lib. Assn. N. Y.*

The title of this work points out the object which we think should be kept in view in forming books for children, and we have seldom seen a book so well adapted to them.—*Annals of Education.*

[The above are a few only of many in possession of the publishers, from similar sources.]  
 Springfield, Mass., 1844.

## VALUABLE WORKS ON HISTORY AND MATHEMATICS

PUBLISHED BY A. S. BARNES & CO., PHILADELPHIA.

### Willard's Historical Works.

**WILLARD'S HISTORY OF THE UNITED STATES, OR REPUBLIC OF AMERICA**, commencing with its discovery, and brought down to the death of General Harrison—Illustrated by a Chronographic Chart, a Chronological Table, and a Series of Maps.

**WILLARD'S HISTORY OF THE UNITED STATES, OR REPUBLIC OF AMERICA—Ancient**—Illustrated with Maps and Engravings—Designed for Schools. In Press.

**WILLARD'S UNIVERSAL HISTORY**—Illustrated by a Chronological Picture of Nations—A Perspective Sketch of the Course of Empire, and a Series of Maps, giving the Progressive Geography of the World. New and much improved edition.

### Davies' System of Mathematics.

The following works embrace a complete Course of Mathematics, by *Charles Davies*—they are designed as

text books for classes, in the various institutions of learning throughout the United States.

### ELEMENTARY COURSE.—For Schools.

**DAVIES' FIRST LESSONS IN ARITHMETIC**—Designed for Beginners, or the first steps of a course of Arithmetical instruction.

**DAVIES' ARITHMETIC**. It is the object of this work to explain in a clear and brief manner, the properties of numbers, and the best rules for their practical application.

**KEY TO DAVIES' ARITHMETIC**, with the addition of numerous examples.

**DAVIES' ALGEBRA**—Embracing the first principles of the science.

### KEY TO DAVIES' ALGEBRA.

**DAVIES' ELEMENTARY GEOMETRY**—This work embraces the elementary principles of Geometry. The

reasoning is plain and concise, but at the same time, strictly rigorous.

**DAVIES' PRACTICAL GEOMETRY**—Embracing the facts of Geometry, with applications in Artillery, work, Mensuration, and Mechanical Philosophy.

**ADVANCED COURSE.**—For Academies and Colleges.

**DAVIES' BOURDON'S ALGEBRA**—Being an Abridgment of the work of M. Bourdon, with the addition of practical examples. New and much improved edition.

**DAVIES' LEGENDRE'S GEOMETRY AND TRIGONOMETRY**—Being an Abridgment of the work of M. Legendre, with the addition of a treatise on Mensuration of Planes and Solids, and a table of Logarithms and Logarithmic Signs.

**DAVIES' SURVEYING**—With a description and plates of the Theodolite, Compass, Plane-Table and Level; also Maps of the Topographical Signs, adopted by the

\* \* The above Works are for sale by all the principal Booksellers throughout the United States.

Engineer Department, and an explanation of the method of surveying the Public Lands.

**DAVIES' ANALYTICAL GEOMETRY**—Embracing the Equations of the Point and Straight Line—a System of Conic Sections—the Equations of the Line and Plane in Space—also, the discussion of the general Equation in the Second Degree, and of Surfaces of the Second Order.

**DAVIES' DIFFERENTIAL AND INTEGRAL CALCULUS**—Embracing the Rectification and Quadrature of Curves, the Mensuration of Surfaces, and the Cubature of Solids.

**DAVIES' DESCRIPTIVE GEOMETRY**—With its application to Spherical Projections.

**DAVIES' SHADES, SHADOWS, AND LINEAR PERSPECTIVE.**

ERASTUS H. PEASE, Albany. GARDINER TRACY, Utica. L. W. HALL, Syracuse. SAGE & BROTHER, Rochester. O. G. STEELE, Buffalo.

## CLASS BOOKS OF ESTABLISHED REPUTATION.

FOR COMMON SCHOOLS AND ACADEMIES.

PUBLISHED BY

**JENKS & PALMER,**

NO. 131 WASHINGTON STREET, BOSTON.

And for sale by the following houses: New-York City—Collins, Brother & Co., Robinson, Pratt & Co., Huntington & Savage, A. V. Blake, Mark H. Newman, Roe Lockwood, Geo. F. Coolidge & Brother, Mahlon Day & Co., Daniel Appleton & Co. Albany—Oliver Steele, E. H. Pease. Troy—Stedham & Redfield. Utica—Bennett, Backus & Hawley. Rochester—David Hoyt, Wm. Alling. Buffalo—W. B. & C. E. Peck, and by Booksellers and Traders generally. The following works for Education are particularly recommended to the notice of those interested in the subjects, as containing the modern improvements, and calculated to lessen the labors of teaching and learning, and at the same time to make thorough and practical scholars.

### EMERSON'S SPELLING BOOKS.

Emerson's National Spelling Book and Pronouncing Tutor, on an improved plan, with Reading Lessons. 160th edition.

Introduction to the above for younger scholars, by the same. These works are highly recommended by teachers and others, are used in the Boston Public Schools, and also extensively in the various schools in the United States.

### WORCESTER'S READING BOOKS.

Worcester's Primer or First Book. Second Book for reading and spelling. Introduction to the Third Book. Third Book, with rules and instructions. Fourth Book, with rules.

This series is considered by Teachers and others, to be the most valuable and popular now before the public. The Rules and Instructions for avoiding common errors were originally inserted in this series by the author, and form their peculiar characteristics. Wherever used, and they are extensively introduced, the books have given entire satisfaction.

### PARLEY'S SCHOOL BOOKS.

Parley's First Book of History. Parley's Second Book of History. Parley's Third Book of History. Parley's Arithmetic. Parley's Book of the United States.

The Histories contain maps and engravings, and being in general use in the schools and academies in our country, may be considered as standard books for the instruction of youth in History.

### EMERSON'S ARITHMETIC, (in Three Parts.)

Part 1, contains easy lessons for beginners. Part 2, contains lessons for all scholars. Part 3, contains the higher operations. Key to parts 2 and 3. Questions to Part 3.

This series of Arithmetics is in use in the schools of New-York, Philadelphia, and Boston, and in other institutions where the modern improvements are adopted

### BAILEY'S ALGEBRA.

Bailey's First Lessons in Algebra, for Academies and Common Schools. Key to the above for Teachers.

The above Algebra is on the inductive plan, and is designed for those not versed in the science. It is used as a class book in the Public Schools of Boston, and in various schools and academies of high character in all parts of the United States.

### GOODRICH'S UNITED STATES.

Goodrich's History of the United States, adapted to the capacity of youth. Revised and enlarged from the one hundredth edition, and brought down to Tyler's administration. Goodrich's and Emerson's Questions to the above.

The above History of the United States is among the most popular works of the kind. It is in use in the Boston Schools, and has a high and extensive popularity.

### WORCESTER'S DICTIONARIES.

Worcester's Elementary, adapted for use in Schools and Academies, containing nearly 9,000 more words than any other School Dictionary.

Do. Comprehensive, (Pronouncing and Explanatory,) designed for the same, and for general reference.

This Dictionary is recommended by persons of the highest literary merit, as "combining advantages as a Pronouncing Dictionary, superior to all others," and as being "a most comprehensive, correct, and useful compendium."

### RUSSELL'S ELOCUTIONARY SERIES.

1. Russell's Lessons in Enunciation. 2. Do. Rudiments of Gesture. 3. Do. Exercises in Elocution.

### MUSIC BOOKS FOR SCHOOLS.

The Little Songster, an Elementary Singing Book for Primary Schools, by G. J. Webb, Pres. of Handel and Haydn Society, Editor of Mass. Coll. Ch. Music, &c.

The Common School Songster, for advanced learners; by the same. Published under the sanction of the Boston Academy of Music.

The Young Lady's Vocal Class Book, designed for families and the higher schools; by the same. Published under the sanction of the Boston Academy of Music.

The above form a progressive series for the use of families and schools.

### MISCELLANEOUS.

School Committees, Teachers, &c. desirous of examining any of the above, will be supplied without charge.

In addition to the above, always for sale, at satisfactory prices, a complete assortment of School, Music, and Miscellaneous Books, Stationery, &c.

CHAS. Q.

DISPATCH

11/11/1855



# THE BEST SCHOOL GEOGRAPHY EVER PUBLISHED.

## RECOMMENDATIONS TO MORSE'S SCHOOL GEOGRAPHY, ILLUSTRATED BY CEROGGRAPHIC MAPS. PRICE FIFTY CENTS PER COPY.

THE PUBLIC SCHOOL SOCIETY of the city of New-York have unanimously adopted MORSE'S SCHOOL GEOGRAPHY into their extensive schools.

From D. Meredith Rees, A.M., N.D., County Superintendent of Common Schools for the City and County of New-York.

"Gentlemen—I have diligently examined the new work you have just published for the use of schools, entitled 'A System of Geography, illustrated with more than fifty Cerographic Maps, and numerous Wood-cut Engravings, by Sidney E. Morse, A.M.,' and compared it with the other elementary works on that science which are in use in our public and common schools.

"I take great pleasure in expressing the opinion thus formed, that, in point of accuracy, simplicity, and convenience for teachers and scholars, this work of Mr. Morse is entitled to a decided preference over any other of the elementary books on the subject which I have ever seen.

"In the happy art of condensation within a few brief sentences paragraphs, of the important items of practical knowledge on the several countries of the Old and New Worlds, presenting a compend of geographical, historical, and statistical information in immediate connexion with the numerous and graphic illustrations with which it abounds, this book of Mr. Morse has no equal. The ample size, superior accuracy, distinctness, and beautiful colouring of all the maps, the exercises and descriptions, found, for the most part, in direct connexion with the drawings and maps to which they refer, are points of excellence worthy of high commendation.

"The surprisingly low price at which the work is placed renders it, indeed, a desideratum for the school committee, with whom economy of expenditure is indispensable; while teachers and scholars will find the use of this book to lighten their labour, and render the beautiful study of geography still more attractive. D. M. REESE."

"This geography is the laboured production of a well-disciplined mind and of a learned geographer, and contains a greater amount of important matter in a small compass, probably, than any other geography in existence. Every remark has a definite object, and tells on that object. Here are no loose generalities; the matter is exceedingly select and well-chosen, and calculated to afford a definite and vivid picture of the various countries of the world. The youth who has thoroughly mastered this work will have laid a broad foundation on which to build a thorough and extensive acquaintance with the science of geography. The maps, produced by the application of a new and useful art to this subject, are more minute, extensive, and accurate than is common in school atlases; and being included in the same book with the geography, and on the same page with the reading matter to which they apply, will afford facilities for consulting them to which no other geographical work can pretend.

"DANIEL HASKEL."

"If we mistake not, it has important advantages over all works on the science that have preceded it."—*Buffalo Com. Advertiser.*

"Many geographies have been published the few years past; but this, in our opinion, combines excellences not hitherto attained."—*Otsego Co. Whig.*

"We have glanced through this work, and we think that we have never seen any literary text-book on the same subject that so well merits the attention of parents and teachers."—*Wilmington (N. C.) Journal.*

"This new Morse's Geography contains a mass of geographical information which it would hardly seem possible to condense into so small a compass, or to illustrate in such a variety of ways."—*S. S. Jour. and Gaz.*

"The author has displayed much taste and ability in the arrangement of the above work. It is destined to become the most popular and useful school geography ever published."—*Highland Democrat.*

"The work is the best calculated for the use of schools of any book we have ever met with."—*St. Louis Rep.*

"The whole work is obviously the result of long and careful study, and it is published in the best manner."—*Newark Daily Advertiser.*

"This work seems better adapted to the intelligent study of geography by the youthful mind than any we have yet seen."—*Railway (N. J.) Advocate.*

"This is unquestionably one of the most valuable of the numerous recent contributions to the science of geography."—*Northern Light.*

"We have a great many excellent geographies; but among them we do not find one which, take it all in all, has so much to recommend it as 'Morse's School Geography.'"—*Alexandria (D. C.) paper.*

"The arrangement is the most convenient we ever saw, and we have no hesitation in pronouncing the book one of the best of its kind ever issued."—*U. S. Sat. Post.*

"We sincerely believe this is the best book of the kind for schools that has been published. We confidently recommend it to the notice of all teachers."—*Albion.*

"The work strikes us as being one of great practical utility, and we take pleasure in recommending it to the favourable consideration of teachers and parents in this county."—*The Experiment, Norwalk, Ohio.*

"Mr. Morse has brought to the preparation of his present publication a large share of practical knowledge and experience, which has enabled him to produce a volume that, for accuracy and fulness of information, as well as cheapness, will rival our most popular school geographies, and secure for it extensive circulation and use."—*Southern Churchman.*

"The arrangement of this work, its handsome execution, and its extreme cheapness (50 cents), will bring it into general use."—*Bridgeport Standard.*

"This is a quarto of 72 pages, and the most compendious and beautiful system of geography we have ever seen."—*Christian Reflector.*

"It is at once a cheap, convenient, well-planned, and well-executed system of geography, and must be speedily adopted as the prevailing text-book on this subject."—*N. Y. American.*

"This is really one of the very best works of the kind that we have examined for a long time. The information is full, clear, and comprehensive, and the maps and illustrations admirable."—*Phila. Inquirer.*

"The most useful school-book and work for general reference that has come under our notice for a length of time."—*Phila. Sun.*

"It must, we think, become, ere long, the only one in use throughout the country. It has many very marked advantages over all other works of the kind ever offered."—*N. Y. Courier and Enquirer.*

"The present work presents the very best thing of the kind which has ever fallen within our notice. It is the result of long and extremely careful study, and we would recommend it to the public as in all respects, at least so far as we have examined it, faithful and reliable."—*Free Press.*

"It is a very beautiful and convenient work for schools and families."—*Mothers' Journal.*

"This work is compiled with great care from the most approved authorities and surveys, and will be found of great value to the common school student."—*Westchester Herald.*

"It is a most useful work, beautifully printed, and we hope to see it adopted by all our schools and private teachers."—*New-Orleans True American.*

"It must, we think, as soon as it becomes known, be universally used in every school in the United States."—*N. Y. Sun.*

"The work is designed, and admirably adapted for the use of schools."—*Spirit of the Times.*

District Clerk of